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The Young Librarians Association [YLA] was founded in the year 2008. It was registered under the MP Society Registration Act 1973 in 23<sup>rd</sup> March 2010. Aim and objective to contribute to the professional and career development of all library personnel by conducting workshops and arranging programs. It also engage in library science education and the improvement in the training of libraries across India. To encourage and advocate for the interests of professionals and the all libraries and improvement in the status and conditions of services of librarians and promote the study, research, and dissemination of information relevant to Indian librarianship. Promotion of bibliographical study and research in library science. To foster cooperation and communication among the members of YLA, the Library community, other library organizations, and other associations. To support and protect intellectual freedom in the libraries. Affiliation of the State and other library association with Young Librarian Association and co-operation with International Organisation with same objectives. To acknowledge and honor the achievements of library personnel. Promotion of library movement and Improvement in library services in all its aspects in India. Publication of bulletins periodicals, books, etc. which will tend to the realization of the objectives of the Association. Establishment of libraries, documentation and information centres and assistance in their establishment and working promotion of appropriate library legislation in India. Promotion as well as formulation of standards, norms, guidelines, etc. for management of library and information systems and services; and carrying out all such other things those is incidental or conducive to the attainment of the above mentioned objectives.

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# Intellectual Property Rights: Challenges and Issues

Harpreet Kaur \*

## Abstract

Intellectual property rights allow the creator or owner of a patent, trademark, or copyright to benefit from his or her own work or investment. Intellectual property represents the fruit of an individual creativity. Copyright in digital environment, Infringement of copyright, Digital Rights Management Technology (DRM), the Digital Millennium Copyright (DMCA) are the key issues discussed in this paper. It also discusses the types of Intellectual Property Rights, digital work and fair use in the digital environment.

## 1. Introduction

The rapid development of Information and Communication Technology (ICT), dramatic growth in networking, boom in Internet and knowledge explosion is transforming the whole world into global knowledge society. In a knowledge-based economy, knowledge products have become vital resource for the growth and development of every field of human activity.

Intellectual property rights contribute significantly to the socio, economic, cultural, scientific and technological development of a society. Since technologies in all fields of human activities are developing exponentially, the field of intellectual property is also expanding rapidly, Intellectual Property Rights (IPR) have attracted global attention in recent times due to globalization, liberalization and commercialization of trade and commerce.

## 2. Intellectual Property Rights

The enormous developments in various fields of arts, science, technology, industry, trade and commerce during the last decade are mainly due to the research and development output resulting from the systematic, consistent and creative efforts of writers, artists, programmers, entertainers, scientists and technologists all over the world, All these new creations of the human intellectual efforts are known as intellectual property. It helps to protect, reward and enjoy the economic or other fruits of their hard work. The owner of intellectual property has certain rights, which prevent others from making use of that property without permission. These rights are called intellectual property rights (IPR), protected by IPR law. According to the law, if anybody does make use of or copy that idea or invention without permission, it is infringement of law and can be used for the damage caused<sup>2</sup>.

## 3. Types of Intellectual Property Rights

Intellectual property is divided into the following categories:

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**3.1 Copyrights** are mainly issued for the protection of original expressions of art, literature, music, drama etc.

**3.2 Patents** are the rights granted to the inventor on new inventions which are not common – for example, Graham Bell got a patent on his invention of the telephone.

**3.3 Trademarks** are mainly issued for protection of the make or the brand name and symbol that may be used by the brand owner-for example, the name 'Coca Cola' is a sheltered trademark and only the makers can use it.

**3.4 Design** is issued for the protection of artistic or visual features in products – for example, a toothbrush with large bristles can get a legal protection for its unique design.

**3.5 Confidential information and trade secrets** can also be protected by imposing restrictions on the physical use of that information and also imposing contractual obligations upon the persons dealing with that information – for example, the formula for making Coca Cola has been kept secret in this manner. There are various organizations that are working towards the protection of intellectual property. Some of them are as follows:

1. World Intellectual Property Organization (WIPO) Geneva which sanctions various treaties in the field of intellectual property.
2. Paris Convention for the Protection of Industrial Property (relating to patents, trademarks, designs, etc.) of 1883.
3. Berne Convention for the Protection of Literary and Artistic Works (relating to copyright) of 1886.
4. Patent Cooperation Treaty (PCT) through which patents can be obtained in different countries by filing a single application.
5. World Trade Organization (WTO), which contains the Trade Related Aspects of Intellectual Property (TRIPS). This agreement creates an obligation on all the members to recognize intellectual property rights in their country<sup>1</sup>.

**4. Trade Related Intellectual Properties (TRIPs):-** Agreement covers the following nine categories of intellectual properties.

Copyright and related rights.

Trademarks including services marks.

Undisclosed information including trade secrets.

Industrial designs.

Geographical indications including appellations of origin.

Layout designs of integrated circuits.

Patents.

Patenting of Micro-organisms.

Protection of plant breeder's rights<sup>2</sup>.

## **5. Digital Works**

Computer programmes, software, e-publications, databases; multimedia, Internet and network resources all are digital works. With the help of modern information and

communication technology products like data reports and research papers are being created in digital form. The digital information products can easily be copied, reproduced and distributed generally through the various Net-based services such as the web, e-mail, FTP files etc<sup>2</sup>.

## **6. Copyright in the Digital Environment**

In this regard, digital technology is greatly impacting on the territorial and temporal framework for copyright licensing. Each user is now, thanks to readily available digital technologies and media hardware and software, a potential consumer, producer, creator and distributor of creative work. While licensing is finely tuned for the analog world, the digital environment has changed the way in which copyright content is marketed, distributed, delivered and consumed, and this has had significant consequences for the upstream and downstream processes of rights clearance.

Examples of recently developed forms of copyright licensing include the Creative Commons (CC) system and Open Source Software (OSS), which rather than representing renunciation or abandonment of copyright are actually new ways of exercising the rights provided under copyright and a form of distribution that relies upon the copyright owner's exclusive rights<sup>3</sup>.

Copyright means the exclusive right to do or authorize others to do certain acts in respect of work. It protects the results of all author, artists or creator's intellectual skill. It prevents others from copying, hiring out, performing and broadcasting, amending or deforming the work<sup>4</sup>.

## **7. Fair use in the Digital Environment**

The copyright Act provides exceptions to certain users, which shall not constitute an infringement of copyright. The copyright work can be used for certain specified purposes without copyright infringement.

A huge debate is raging world wide on the issue of 'Fair use' of copyright of electronic works in digital environment. A group of Chief Executives of the California State University (CSU), the State University of New York (SUNY), and the City University of New York (CUNY), in an effort to protect the Educational system from the onslaught of overzealous copyright protectors, made the following statement.

"The fundamental mission of higher education is to advance and disseminate knowledge. This mission is realized through the use of various information formats, learning environments, and modes of delivery without unreasonable copyright restrictions"<sup>2</sup>.

## **8. Infringement of copyright**

Internet being a domain has copyright protection. If anyone copies indiscriminately any content on the Internet and use it, not for fair use purposes but for commercial benefit it would become an infringement of copyright.

Digital piracy in software movie, music, video films, games etc, has become a global phenomenon and moved into more dangerous levels. Many countries have laws to prevent piracy, which are mostly non paper and not so effective in practice. For effective implementation of piracy laws, the role of law enforcement agencies and judiciary is most crucial. Piracy can be controlled only when it is seriously taken by the Governments law enforcement agencies and the judiciary<sup>2</sup>.

### **9. Digital Rights Management (DRM) Technology**

Digital Rights Management is a set of technologies that content owners can use to protect their copyrights and stay in closer contact with their customers. Producers of digital work are making serious efforts to control the unauthorized use of digital products through licensing agreements cryptography, digital watermarks and digital signatures and DRM technology.

Microsoft's Windows Media Rights Manager is a secure technology that helps to protect the rights of content owners. IBM has introduced the Electronic Media Management Systems (EMMS), which offers freedom to innovate in the digital world by providing advanced technologies that help secure digital content of any kind<sup>2</sup>.

### **10. The digital Millennium copyright Act (DMCA)**

The Digital Millennium Copyright Act (DMCA) is an Act passed in USA which deals with copyright and digital technology. It is the most comprehensive reform of copyright law. It takes copyright principles into the digital information age and establishes complicated rules.

The key issues and the most important statutory provisions of DMCA include the following:

- Technological protection Measures (TPMS)
- Copyright Management information(CMI)
- Fair use in the digital millennium
- Maintenance of the public domain.
- Library presentation and exemption update.
- Online service provider limitation on liability.
- Study on distance education and digital technologies.
- Database legislation.
- The sonny Bone copyright term extension Act<sup>2</sup>.

### **11. Conclusion**

A common man comes across intellectual properties from dawn to dusk. The goods having a very wide spectrum and associated with food, shelter and clothes; the things of necessity, comfort and luxury. From waking up from a Gautier bed, using a comfortable Sleep-well mattress and pillows, having a cup of Taj Mahal Tea, then wearing a Nike track suite and shoes for a morning walk, he deals with these properties. A Modern Bread or Mother Dairy Milk or a cup of Nescafe at the breakfast, going in a Zen car to the office, using a Compaq computer and coming back

in a car. In the evening, watching Sony Television and fixing alarm in his/ her Swatch watch to wake-up in the morning, he uses the products which are intellectual properties of some one. These properties have been covered under a patent or a copy right or a trade mark. Since a common man's life is very closely linked with articles and products which are protected by law under intellectual rights. The copying, imitation, adaptation, and un-authorized reproduction of these things, without the permission of the owner, may amount to a serious offence. Therefore, the knowledge about intellectual property right is must for a common man.

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## A Study of SRM University Library Facilities, NCR Campus, Ghaziabad (U. P)

Devendra Kumar\*, Naqi Murtaza Ansari\*\* & Sonu Kumar\*\*\*

### Abstract

This study examines the library facilities in SRM University, NCR Campus, Ghaziabad (U. P). The present study demonstrates and elaborates the various aspects of library collections uses within the available resources, frequency and purposes of visit, user satisfaction within library services, and recommends that library should be automated. The study also focuses the personal assistance used by the respondents, major problems that hinder you from using the library, Satisfaction with infrastructure facilities etc. Conclusion and suggestions of the study are given at the end of the article.

**Keywords:** Library and Information Services, Library facilities, SRM University, Ghaziabad, Uttar Pradesh

### INTRODUCTION

Modern university education now depends on library services to support and facilitate teaching, learning, research and management. University libraries set up their services to enhance the teaching and research missions of the institutions, particularly for teachers and students. The SRM University is approved by the University Grants Commission and is also accredited by the NAAC (National Assessment and Accreditation) Council, New Delhi. In 2006 - The deemed university then attained the status of a full-fledged university, under section 3 of the UGC Act 1956. An upgraded syllabus and international teaching methods, designed by SRM's International Advisory Board (IAB), launched SRM University way ahead of the rest.

The SRM University, NCR Campus is spread over many acres of lush green Modinagar of Delhi- Meerut highway with many to around. The location of the campus is apt and pro-innovation and creativity. A road within the campus is large & academic building accommodates various teaching students' ability to emerge as leaders. The truly unique features of the student responsibility in the SRM are demonstrated part academic functioning of the institute with the active cooperation and encouragement of the faculty and the administration harmonious growth of an integrated personality.

The SRM University Library houses more than 10,000 books, journals, magazines, interesting computer, visual material and CD-ROMs. More recently extending beyond the physical walls of a build it accessible by electronic means, and by providing navigating and analyzing tremendous amounts of digital tools. The library is not well equipped with the collection the total collection is only about 5,800 including text books, journals, and reference books etc. The annual budget of the library is near about 25 lacs only.

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## OBJECTIVES OF THE STUDY

The allied objectives of study were as follows:

- To discover the types of library and information facilities required by users;
- To elicit opinions about services offered by the library;
- To elicit opinions about the problems faced by users;
- To collect opinions about the adequacy of information resources and their use;
- To identify the problems faced by teachers and students of SRM University in using/searching information in libraries.
- To suggest some remedy which may help the teachers and students to use the library in an efficient way.

## METHODOLOGY

Methodology in research is a way to solve the problem, to unfold the probable answer, and to test the hypothesis stated. As there are many roads leading to a city, likewise there are many methods to solve the problem of research. The students have to select one of them, which are appropriate and require minimum efforts, time, energy and money.

For the selection of teachers and students of SRM University, the students used random sampling technique. A total number of 27 departments based on five faculties are affiliated to SRM University. There are 80 teachers and 1197 are students working in the departments affiliated to SRM University. Out of these 52 teachers and 144 students were selected for the present study. The secondary data has been collected from Annual Reports, University Calendar, Academic libraries, brochures, syllabi, etc. of the university.

## DATA ANALYSIS & DISCUSSIONS

**Table-1: Size of the sample**

Users	Total No. of Users included in the study	Sample Population in Percentage (%)
Teacher (T)	52	26.53
Students (S)	144	73.47
Total	196	100.00

The above Table-1 shows that 26.53% of the total population under study consists of Teachers, and 73.47% of those who are studying different courses. The size of the sample chosen for study is quite large so that the formalities of finding can be facilitated.

**Table 2: Frequency of visit to the Library**

Frequency	T	%age	S	%age	Total	%age
Daily	36	69.23	120	83.33	48	77.42
Two to three times in a week	14	26.92	12	8.33	10	16.13
Once in a week	2	3.84	8	5.55	3	4.84
Once in a month	--	--	4	2.78	1	1.61

Table-2 shows that 77.42% of the users both Teachers and Students visit the library 'almost daily', while 16.13% visit it two to three times in a week. There are only 4.84% of users who visit the library once in a week. Only a small percentage of users i.e. 1.61% are visiting once in a month. Thus, it is clearly shows that 93.55% of the users are regular visitors of the Library, while the remaining 6.45% are not regular visitors of the Library.

**Table 3: Time Spent in the Library**

Time	T	%age	S	%age	Total	%age
Less than 1 hour	6	11.53	36	25.00	12	19.36
One hour	26	50.00	80	55.55	33	53.22
Two to three hours	18	34.61	24	16.66	15	24.19
More than three hours	2	3.84	4	2.77	2	3.23

On analyzing the data in Table-3, it has been found that 53.22% of the majority of users both Teachers and Students spent time in the library as an hour, whereas 24.19% of users who sent time in the library 2-3 hours. There were only 19.36% users who spent time less than an hour, whereas only a small total percentage of users spent time in the library more than three hours for instance 3.23%.

Though, it is clearly indicates that 50% Teachers and 55.55% Students are grim readers in the library because who spent time an hours, while remaining 49.98% Teachers and 44.43% Students who are prompt readers in the library because who spent time in the library less than one hours to more than three hours for the lessons.

**Table 4: Purpose of Library visit**

Purpose	T	%age	S	%age	Total	%age
To read text book	34	65.38	104	72.22	43	69.35
To borrow & return the books	30	57.69	40	27.77	25	40.32
To consult references Sources	20	38.46	8	5.55	12	19.35
To consult Journals/ newspapers/magazine	-	-	16	11.11	4	6.45
For research purpose/e-resource & service	2	3.84	4	2.77	2	3.22
To complete assignment	-	3.84	-	-	1	3.84

On analyzing the data in Table-4 it has been observed that the 65.38% of Teachers and 72.22% Students who uses the library to read the text books, whereas 57.69% Teachers and 27.77% Students who uses the library to borrow and return the books. There were only 38.46% Teachers and 5.55% Students who uses the library to consult reference materials, while only 11.11% Students who consult Journals/ newspapers/ magazine. Only less percentage of users uses e-resources for research purposes.

Consequently, it has been found that maximum percentage of users both Teachers and Students i.e.69.35% are using text books after that 40.32% of both users are using to borrow and return the books in the library and information resource centre.

**Table 5: Use of Information Resources**

Resources	T	%age	S	%age	Total	%age
General books	34	65.38	68	47.22	34	54.83
Text books	36	69.23	80	55.55	38	61.29
Reference books	30	57.69	20	13.88	20	32.25
Journals	36	69.23	8	5.55	20	32.25
General-magazines	20	38.46	40	27.77	20	32.25
Newspapers	10	19.23	20	13.88	10	16.12
Newspaper clippings	10	19.23	--	--	5	8.06

Table-5 reveals that 69.23% Teachers and 55.55% Students who have mostly used text books, whereas 65.38% Teachers and 47.22% Students who uses general books in the library. There were only 32.25 total percentages of both users were using reference books, journals, and general magazines. Only few percentages of users were using newspapers and newspaper clippings services.

As a result, it has been noticed that total 61.29% of the majority of users both Teachers and Students who used text books, where 54.83% of the users who used general books in the library.

**Table 6: Does the Library meet your information needs?**

Awareness	T	% age	S	% age	Total	% age
Yes	36	69.23	88	61.11	40	64.51
No	16	30.76	48	33.33	20	32.25
To some extent	-	-	8	5.55	2	3.22

Table-6 shows that 69.23% of Teachers and 61.11% Students who are aware about the information and services provided by the library, but 30.76% of Teachers and 33.33% Students who are not aware about the information and services provided by the library. Only small percentages i.e. 5.55% of Students are some extent aware about the meets of information needs.

Hence, it is focused that 64.51% of users both Teachers and Students who were aware about the information and services provided by the library.

**Table 7: Do you feel that the existing resources of the Library are adequate?**

Adequacy	T	%age	S	%age	Total	%age
Yes	32	61.53	60	41.66	31	50.00
No	-	-	72	50.00	18	29.03
To some extent	20	38.46	12	8.33	13	20.96

Table-7 shows that 61.53% Teachers and 41.66% Students who are satisfied with existing resources available in the library while little percentage of Students i.e. 50% are not satisfied and are demanding that Library should have existing ample resources. While Teachers and Students are feel that to some extent the existing resources of the library are adequate. Therefore, it is clearly indicates that 50% users both Teachers and Students feel that the existing resources of the Library are adequate.

**Table 8- Personal Assistance used by the respondents**

Personal assistance	T	%age	S	%age	Total	%age
To consult reference sources	46	88.46	36	25.00	32	51.61
To find appropriate books	26	50.00	88	61.11	35	56.45
To search journals/periodicals	22	42.30	20	13.88	16	25.80

On analyzing the data in Table-8 shows that 88.46% users both Teachers and 25% Students who have to consult reference sources by personal assistance, while 50% Teachers and 61.11% Students who have not used personal assistance to find appropriate books in the library. There were very little percentages of both users have taken personal assistance to search journals/periodicals. So, it has found that 51.61% of the both users who have utilized personal assistance to consult reference sources in the library.

**Table-9 Allow the users to search the books to the shelf**

Open Access	T	%age	S	%age	Total	%age
Yes	50	96.15	20	13.88	30	48.38
No	2	3.84	124	86.11	32	51.61

Table-9 highlights that 96.15% of Teachers and 13.88% Students who have allowed choosing books to the shelf in his own interest to his own freedom, while a very little percentages that is 3.84% teachers and 86.11% students who have not allowed choosing the books of his own interest. Therefore, it is clearly found that majority 48.38% of users both Teachers and Students who have allowed choosing the books in the shelf in his own interest to his own freedom.

**Table 10: Major Problems that hinder you from using the library**

Problems	T	%age	S	%age	Total	%age
Inadequacy of recent publication and current core journals	16	30.76	96	66.66	32	51.61
Difficulties in locating the needed materials in the library	18	34.61	20	13.88	14	22.58
Insufficient space, materials and equipment	4	7.69	28	19.44	9	14.51
Incompetent and unqualified staff	-	-	4	2.77	1	1.61
Old, damaged and mutilated books and journals	2	3.84	44	11.11	5	8.06

Table-10 shows that 30.76% Teachers and 66.66% Students who have been facing a problem like inadequacy of recent publication and current core journals, whereas 34.61% Teachers and 13.88% Students who have been facing a difficulties in locating the needed materials in the library. There were very little percentages of users 7.69% Teachers and 19.44% Students who have been facing a problem for instance insufficient space, materials and equipment. Accordingly, it is found that majority of users i.e. 51.61% who have been facing a problem like inadequacy of recent publication and current core journals available in the library.

**Table 11: would you recommend that the library should be automated**

Opinion	T	%age	S	%age	Total	%age
Yes	46	88.46	92	63.88	46	74.19
No	6	11.53	12	8.33	6	9.67

Table-11 shows that 88.46% Teachers and 63.88% Students who have been view that library should be most automated whereas 11.53% Teachers and 8.33% Students who have been belief that library should be not automated. Thus, it is clearly indicates that majority of library users (74.19%) who have view that library should be most automated.

**Table 12: Satisfaction with infrastructure facilities**

Facility	Satisfied					
	T	%age	S	%age	Total	%age
Reprographic	52	100	116	80.55	55	88.70
Water/ lavatory	50	96.15	60	41.66	40	64.51
Lighting	52	100	40	27.77	36	58.06
Furniture	52	100	80	55.55	46	74.19
Seating arrangement	52	100	8	5.55	28	45.16

Table-12 reveals that the percentages of users are satisfied with infrastructure facilities of the library. This table indicates that hundred percent Teachers were satisfied with infrastructure facilities provided in the library for instance reprographic, lighting, furniture, and seating arrangement, whereas Students were satisfied with the 85.55% reprography, 40% water/lavatory, 36% lighting, 46% furniture and 28% of seating arrangement of the library premises. As a result, it is observed that total 88.70% users both Teachers and Students who have satisfied with the infrastructure facilities such as a reprography service to the library. After that 74.19% user have satisfied with the furniture available in the library.

**Table 13: Satisfaction about library facilities**

Quality of service	T	%age	S	%age	Total	%age
Very satisfied	12	23.07	2	2.77	7	11.29
Satisfied	40	76.92	92	63.88	43	69.35
Partial satisfied	0	0	48	33.33	12	19.35
Not satisfied	0	0	0	0	0	0

From Table-13 it has been observed that 76.92% Teachers and 63.88% students who have satisfied with the quality of service, while only 33.33% Students were partial satisfied with the service of the library. There were small percentage of Teachers and Students i.e. 23.07% and 2.77% were very satisfied with the library series. Hence, it is clearly indicates that 69.35% users who have satisfied with the quality of service available in the library.

**Table 14: Satisfaction about present working hours of library**

Working hours	T	%age	S	%age	Total	%age
Sufficient	52	100	112	77.77	54	87.09
Insufficient	-	-	32	22.22	8	12.90

On analyzing the data in Table-14 it has been found that 100% Teachers and 77.77% Students who have satisfied with satisfied with the present working hours of the library, whereas only 22.22% of the Students who have satisfied with the working hours in the library.

Consequently, it is found that 87.09% users both teachers and Students who have satisfied with the present working hours in the library.

### CONCLUSION AND SUGGESTIONS

There are a number of problems, which create barriers in providing information services to users such as user education, lack of staff, policy matters, lack of autonomy for professional etc. Hence, the urgent attention of the authority is invited in this regard. It is very difficult to make available all the desired documents to users but it can be managed to some extent, by keeping views of user's demand while purchasing new books, periodicals, and other print and non-print information materials. Thus more books, periodicals, and other print and non-print information materials should be added in the library so meet the requirements of the use community. A suitable policy should be formulated and implemented in order to improve the quality of the library collection. Library, as an entity, has a bearing on organizational development. Hence the parent organization is requested to recognize the contribution of their library and support the library in their activities. To cater for the needs of the country, library service are absolutely essential to achieve development goals.

Certainly library improves the quality of life and makes known the country's rich scientific and cultural heritage in multiple forms. It also acts as an intellectual catalyst for the growth of the society and to acquire information and education as well as recreation. The management of parent organization is requested to encourage user surveys at regular intervals in order to increase the response rate for any user survey and to implement the recommendations that emerge after the survey. The library should offer services like abstracting, indexing, bibliographical, CAS, SDI, translation, etc at the local, state and national levels regularly. Further user orientation service should be introduces immediately. To establish a good rapport between the user community and library personnel, a proper paradigm for same should be developed.

Library authority should be provided with refresher course to users seeking information and introduced with new aspects of information technology. This proper orientation courses should be made available to enable users to use the traditional as well as digital library in a better way. The training program should be organized for users to seek their desired information from the library. Personal computer should be provided to seek the desired information from the library. The library collection should be increase. Most of the users suggested that library should reduced reprography charges.

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## Collection growth: a comparative study of Mumbai College Libraries

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### Abstract

This paper discusses whether the collection strength in college libraries is sufficient and up to given guidelines and whether the collection growth rate of the college libraries is satisfactory with reference to conducted survey of 40 college libraries. It was observed that *collection strength* in college libraries is not sufficient and up to given guidelines with respect to the offered courses and number of students enrolled. The growth rate of college library collection is not commensurate over given time.

KEYWORDS: College Libraries, Academic Libraries, Collection, Collection Development.

### INTRODUCTION

Collection is an indispensable asset of any library. Collection of books, periodicals and other information sources play an important role in a college library. If the collection is quantitatively adequate and qualitatively meaningful then the users will be attracted towards the libraries. It was found during various studies that the academic achievements of the students are proportional to the size of the library's collection (Lance & Christine, 1993). Developed countries like United States of America prepared "Standards for College Libraries" long back in July 1959 which are updated on a regular basis. These standards define the quantity of textbooks, reference books and periodicals to be purchased by a college library per subject and/or per student. In India, such detailed standards for collection are not available.

### NEED FOR THE STUDY

As rightly quoted by Horace Mann, "*Every addition to true knowledge is an addition to human power,*" quantity of the library collection and its growth rate has a direct impact on the nation's growth. It is necessary to study whether the collection strength in college libraries is sufficient and up to given guidelines and whether the collection growth rate of the college libraries is satisfactory. Mumbai is the financial capital of the country and hub of higher education. [University of Mumbai](#) is one of the largest universities in the world in terms of the number of graduates and more than 90% colleges of Mumbai are affiliated to the University of Mumbai. A need was felt to study the collection strength of various college libraries affiliated to this oldest university as a sample study.

### OBJECTIVE AND METHODOLOGY OF THE STUDY

The study was aimed to verify

- i. Whether the collection strength in college libraries is sufficient and up to given guidelines with respect to the offered courses.

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- ii. Whether the collection strength in college libraries is sufficient and up to given guidelines with respect to the number of students enrolled.
- iii. Whether the collection growth with time in college libraries is satisfactory.

The researcher selected 40 colleges offering arts, commerce and science courses affiliated to university of Mumbai. Out of these 40 colleges, 29 (72.5%) colleges offer Post Graduate Courses and 11 (27.5%) colleges offer only Under Graduate Courses. The details about existing collection of books and periodicals and number of students enrolled were asked during the librarian's interview. The available guidelines for collection building of college libraries were reviewed and compared with the existing collection.

## **ANALYSIS OF PRIMARY DATA**

### **1.1 Collection Strength of College Libraries with respect to the Offered Courses**

To study whether the collection strength in college libraries is sufficient and up to given guidelines with respect to the offered courses, the suggested guidelines for books and periodicals collection were reviewed and compared with the existing collection..

#### **1.1.1 Book Collection Strength of College Libraries**

##### **A. Suggested Guidelines for Book Collection Strength of College Libraries**

The suggested guidelines defining the required collection strength as per the nature of the course were quite outdated and ambiguous in nature. A few UGC Advisory Committees and Indian Standards tried to define the quantity of the college library collection. These guidelines are as follows:

Firstly, the UGC Advisory Committee on University and College Libraries, (1965) headed by Dr. S. R. Ranganathan had prescribed minimum requirements for an affiliated college having 1000 students as:

1. For postgraduate college: Stack accommodation to be provided for 50,000 volumes. This means that a college with 1,000 students should have at least 50 volumes per head.
2. For undergraduate college: Stack accommodation to be provided for 30,000 volumes. This means that a college with 1,000 students should have at least 30 volumes per head.

The next standing committee of the UGC on University and College Libraries in its meeting held on August 30, 1979 while approving staff pattern for college libraries used the benchmark of a college having an enrolment of 500 students and 10,000 volumes in library. This means that a college with 1,000 students should have at least 20,000 volumes i.e. 20 volumes per head (Nath, 2001). Indian Standard IS:1553-1960 says a college library may have a collection from 5,000 to 50,000.

### B. Comparison of Collection Strength in Surveyed College Libraries with Suggested Guidelines with respect to the Offered Courses

The suggested guidelines are compared with the existing collection of surveyed college libraries. The Table 1, gives details about existing collection strength of books in surveyed college libraries.

**Table 1: Observed Book Collection Strength in Surveyed College Libraries**

Collection Strength	No. of PG Colleges	%	No. of UG Colleges	%
Book Collection below 5,000	0	0.00	1	9.09
Book Collection between 5,001 – 19,999	8	27.59	5	45.46
Book Collection between 20,000 – 29,999	3	10.34	2	18.18
Book Collection between 30,000 – 49,999	8	27.59	2	18.18
Book Collection between 50,000 & above	10	34.48	1	9.09
<b>Total</b>	<b>29</b>	<b>100</b>	<b>11</b>	<b>100</b>

### C. Findings:

When compared the surveyed college libraries' collection strength against the Indian Standard then only 9.09% colleges fell short but when compared to other standards specified by authority boards like UGC, majority of them lagged behind. The minimum suggested UGC (1965) requirements were not fulfilled by majority of colleges even after four decades. 65.52% postgraduate colleges had less than suggested 50,000 books and 72.73% of undergraduate colleges had less than suggested 30,000 books. As per the other UGC (1979) guidelines of 20,000 books per college, 27.59% postgraduate and 54.54% undergraduate (i.e. altogether 35%) college libraries were below the margin.

#### 1.1.2 Periodicals Collection Strength of College Libraries

##### A. Suggested Guidelines for Periodicals Collection Strength of College Libraries

There is no standard guideline is available which defines the number of periodicals to be subscribed for a given course. The quality, nature and origin of the journals were not specified by any guidelines. R. Sreepathi Naidu – University Librarian of Sri Venkateswara University, Tirupathi suggested that a college library should subscribe at least two periodicals per subject besides general reading room periodicals (Naidu, 1980). UGC proposes minimum three standard periodicals to be subscribed per Postgraduate Department (Sharma, 2003).

##### B. Comparison of Periodicals Collection Strength in Surveyed College Libraries with Suggested Guidelines with respect to the Offered Courses

The suggested guidelines are compared with the existing periodicals collection of surveyed college libraries. The Table 2 gives details about subscribed periodicals in surveyed college libraries.

**Table 2: Observed Periodicals Collection Strength in Surveyed College Libraries**

Collection Strength	No. of PG Colleges	%	No. of UG Colleges	%
Periodicals Subscription below 6	0	0.00	0	0.00
Periodicals Subscription below 12	1	3.44	0	0.00
Periodicals Subscription between 12-50	10	34.48	6	54.54
Periodicals Subscription between 51 – 75	14	48.28	5	45.46
Periodicals Subscription between 76 – 100	2	6.90	0	0.00
Periodicals Subscription above 101	2	6.90	0	0
<b>Total</b>	<b>29</b>	<b>100</b>	<b>11</b>	<b>100</b>

**C. Findings:**

The condition of subscribed periodicals was more unpredictable and varied from minimum 4 to maximum 110 periodicals. If one followed the suggestion for standardisation given by R. Sreepathi Naidu, college libraries having average 6 subjects per course, should subscribe to minimum 12 subject periodicals

As per UGC guidelines, a college having average two postgraduate departments should subscribe to minimum total 6 periodicals. These minimum requirements regarding periodicals subscription in terms of quantity were fulfilled by both undergraduate and postgraduate colleges (See: Table 2).

## 1.2 Collection Strength of College Libraries with respect to Number of Students

### 1.2.1. Comparison of Collection Strength in Surveyed Post Graduate Colleges with respect to the Number of Students

On the basis of Ranganathan's guidelines (1965) there should be 50 volumes per student in a postgraduate college. Accordingly, the expected collection strength for given number of students enrolled is calculated. Table 3, depicts the number of students enrolled, existing and expected collection strengths of surveyed post graduate colleges.

**Table 3: Observed and Expected Collection Strength in Surveyed Postgraduate College Libraries w.r.t. number of students enrolled**

PG Colleges					
No. of Students enrolled	Actual Book collection	Expected Book collection 50 vol./stu.	No. of Students enrolled	Actual Book collection	Expected Book collection 50 vol./stu.
80	5,000	4000	2345	45,000	1,17,250
1459	15,000	72,950	2401	95,655	1,20,050
1464	11,000	73,200	2454	1,15,000	1,22,700
1536	13,000	76,800	2489	65,500	1,24,450
1622	62,000	81,100	2490	67,252	1,24,500
1648	44,163	82,400	<b>2546</b>	<b>1,30,000</b>	<b>1,27,300</b>

1717	24,000	85,850	2561	1,00,000	1,28,050
1763	20,623	88,150	2705	65,000	1,35,250
1858	45,000	92,900	2794	11,637	1,39,700
1909	80,000	95,450	2976	49,000	1,48,800
1968	50,000	98,400	3070	35,000	1,53,500
2067	11,000	1,03,350	3417	6,000	1,70,850
2070	40,000	1,03,500	3683	71,516	1,84,150
2226	26,252	1,11,300	4809	6,000	2,40,450
2286	31,400	1,14,300			

**Findings:**

Only 6.90 % postgraduate colleges had equal or more than expected number of documents.

### 1.2.2. Comparison of Collection Strength in Surveyed Under Graduate Colleges with respect to the Number of Students

On the basis of Ranganathan's guidelines (1965) there should be 30 volumes per student in an under graduate college. Accordingly, the expected collection strength for given number of students enrolled is calculated. Table 4, depicts the number of students enrolled, existing and expected collection strengths of surveyed under graduate colleges.

**Table 4: Observed and Expected Collection Strength in Surveyed Undergraduate College Libraries w.r.t. Number of Students Enrolled**

UG Colleges					
No. of Students enrolled	Actual Book collection	Expected Book collection 30 vol./stu.	No. of Students enrolled	Actual Book collection	Expected Book collection 30 vol./stu.
507	6363	15210	1779	28000	53370
617	5000	18510	2000	30000	60000
676	6499	20280	2026	18353	60780
1057	3700	31710	2097	34025	62910
1249	12000	37470	2128	51823	63840
1579	50000	47370			

**Findings:**

Only 9.09 % undergraduate colleges had equal or more than expected book collection.

### 1.3. Growth Rate of College Library Collection with Age of College Library

To test whether the collection growth with time in college libraries is satisfactory the researcher compared the existing collection of books and periodicals with age of the college. The year of establishment of the college is taken from University of Mumbai's Annual Report 2007-2008. Table 5, depicts the age and collection relationship among the surveyed college libraries.

**Table 5: Age and Collection of Surveyed College Libraries**

Age of College	Book Collection	No. of periodicals subscribed	Age of College (Years)	Book Collection	No. of periodicals subscribed
14	5,000	4	42	24,000	52
15	3,700	30	43	6,000	110
15	13,000	42	43	28,000	52
16	5,000	15	44	26,252	35
16	11,000	55	44	45,000	30
18	6,363	25	44	45,000	91
18	6,499	12	44	65,000	91
19	11,000	18	44	71,516	64
21	31,400	60	45	6,000	59
22	12,000	67	50	50,000	63
24	15,000	20	51	51,823	50
25	20,623	51	52	100,000	70
29	11,637	61	55	40,000	21
30	30,000	59	56	65,500	60
32	18,353	53	58	49,000	27
37	95,655	13	63	67,252	72
39	62,000	53	67	115,000	42
40	35,000	70	91	50,000	30
41	34,025	60	135	<b>130,000</b>	<b>125</b>
41	44,163	22	172	80,000	70

Considering a college library as a separate unit, every library's book collection does grow with years. It is clear from above data that there is no chronological consistency observed in the collection development in any college libraries. For example: a 14 year old college had 5, 000 books while a 43 year old college had only 6,000 books in the library. For periodicals subscription, there are no guidelines available. It depends on respective management policies, funds available and users' demands. There was no consistency observed in quantity and quality of periodicals subscribed by various colleges. There is no recommended list of periodicals to be subscribed by a particular type of college. Therefore it was observed that a 91 year old college subscribes to same number of periodicals as a 15 or 44 year old college.

To study this growth inconsistency in more detail, the researcher tried to calculate the average collection for the average aged college of the chosen sample depending on the suggested yearly growth by various library experts. The staffing pattern formula for college libraries suggested by S. R. Ranganathan in 1965, prescribed one additional staff per increase of 6,000 volumes per year. The average age of the sample colleges was 44. Considering addition of 6,000 volumes per year the colleges should had added  $43 \times 6,000 = 2,58,000$  volumes in the college library. Adding the initial requirement of 30,000 volumes the library should have had about 2,88,000 volumes. Considering 25% withdrawal of books, the colleges should had about 2 lakh books. In

actual fact, even one of the oldest colleges in the sample did not have collection more than 1,30,000 books (See: Table 5).

As per the suggestion of R. Sreepathi Naidu (1980) "the rate of addition should satisfy the objectives of College library" and "A minimum of 1,000 books covering all disciplines should be added annually" On the basis of this standard a college having an average age of 44 years should have about initial 30,000 books + 43,000 books = 73,000 books. Considering 25% withdrawal of books, the colleges should had about 54,000 books. In actual fact about 75% colleges had less than 54,000 books (See: Table 5). From above discussions it is clear that the growth rate of college library collection is not commensurate over given time in surveyed colleges.

## CONCLUSION

Collection plays a vital role in converting libraries into local centers and gateway to national and global knowledge. The available guidelines for collection development for college libraries are ambiguous and old. It was *revealed* during the study that this limited suggested majority of the colleges also does not follow collection-building recommendations. As a result the book collection strength in college libraries is not sufficient and up to given guidelines with respect to the offered courses and number of students enrolled. While studying the universe of college libraries, it is observed that the growth rate of college library collection is not commensurate over given time. *The lack of policies, funds and willingness are some of the constraints*

For periodicals, the guidelines are almost unavailable. It was observed that the libraries did subscribe to the journals and periodicals on the basis of choice of teaching staff, especially the Principal and Heads of Departments, cost and easy availability of journals. Their content suitability, usage rate were not considered. This led to unbalanced subscription of journals and more general periodicals were found in college libraries than scholarly ones.

The changing management and regulatory environment, user demand and library staff involvement had a remarkable effect on the library's collection. Lack of clear and distinctive guidelines had an adverse effect on the collection strength. *Distinctly set standards and policies and following the lead norms by heart will definitely improve the collection status of college libraries in India.*

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## Emerging ICT in Rural Areas: GYANDOOT - a Pilot Project

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### Abstract

Present study deals with Gyandoot is a pilot project emerging ICT in Rural areas. The project is centralized in rural people to know the idea of Information and Communication Technologies and to increase their knowledge.

**Keywords:** Information, Communication, Technology, Information and Communication Technology, Gyandoot

### Introduction

Information is the key to democracy. With the advent of Information Technology, it has become possible for the common man to access global information. Information and Communication Technology comprises a diverse set of technological tools and resources to create, disseminate, store and management data and information. Traditional ICT tools e.g. T.V. Radio and Telephone have already established their credibility and effectiveness in promoting the developmental schemes in rural and marginalized areas. The modern ICT tools are computers, internet wireless communication technologies along with powerful software which can process and integrate sound, text and video into electronic media. The world wide electronic network of computers, popularly referred as internet and wireless telephony, have generated an unprecedented global flow of information, people, products, capital and ideas.

**Gyandoot Project:** Gyandoot is an intranet in Dhar district connecting rural cybercafés catering to the everyday needs of the masses. This web site of **GYANDOOT** is an extension of Gyandoot intranet, for giving global access. On January 1, 2000, Dhar district began the new millennium with a mass-based information revolution. Computers in 21 major centers in five Blocks of the district were connected through an Intranet network. These computers have been established in Gram Panchayats.

They have been called Soochanalayas. From the *Soochanalaya*, user-charge based services are given to the masses and at the same time the information technology related developmental needs of government departments and Panchayats are met free of cost. This Intranet has been named Gyandoot. All this has been completed in a short span of less than 2 months. The trial run of the system began on January 1, 2000 and the system was dedicated to the public by the **Hon'ble Chief Minister of Madhya Pradesh, Shri Digvijay Singh** at the Deharisarai Soochanalaya on January 12, 2000. *Gyandoot* in Hindi means "**purveyor of knowledge**". The four pillars on which the *Gyandoot* community network was established were People,

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Content, Services and Server *Gyandoot* was evaluated on the basis of five basic criteria - User Need, Innovation, Accessibility, Transferability and Sustainability (Refer Exhibit I). *Gyandoot* was judged as the best e-government project due to its social, economic and cultural relevance and its immense potential to improve the society in which it functioned. *Gyandoot* means messenger of knowledge. *Gyandoot* Samiti, Dhar has recognized these facts, and is currently working with TeNet group of IIT Madras to roll out rural connectivity using the technologies developed by them, as a social model.












*Gyandoot* Project Focus on Project involved setting up of low cost potentially self sustainable community owned rural intranet terminals known as "*Soochanalaya*". The system is very cost-effective. The benefits cover wide-ranging information needs of all villagers, not merely those belonging to co-operatives. Thus, the *Gyandoot* network benefits over half a million villagers living in 311 Gram Panchayats and over 600 villages.

## G 2 C Model

-  E-governance
-  E-Agriculture
-  E-Commerce
-  E-Education

## Objectives and Goals

The long-term objective of the project has been to use innovative e-governance, ecommerce and e-education techniques as a tool of social change and development through the wired villages in the district.

-  To help the citizens in getting better and improved services from the government.
-  To improve the efficiency of the government functioning by making them accountable, transparent and above all work in deadlines.
-  To bridge the technology divide.
-  To increase partnership of citizens in decision-making.
-  To make use of latest technology as an effective education & communication tool for social re-engineering, and improvement in government functioning.
-  To enhance the livelihoods of people by providing them with better access to information and other resources.
-  To ensure equal access to emerging technologies for marginalized segments of the society.
-  To create a cost-effective, replicable, economically self-reliant and financially viable model for taking the benefits of IT to the rural masses.
-  To provide self-employment through entrepreneurship to local rural youth.
-  To improve the quality, speed and sensitivity of the state delivery apparatus towards the needs of local citizen-customers.
-  To search for the potential of rural markets in the digital domain.

### **Present Arrangement (Dial-Up connectivity Scenario)**




*Gyandoot Samiti* has established a rural Intranet network in Dhar district of M.P. The community network is owned by the District Council and the kiosks are managed by Village Councils. A project manager maintains the database and the server room in the District Council. He is supported by four assistant managers, who are government servants. The main server of this network is at the Zilla Panchayat premises. The Server has 5 modems connected to 5 dedicated BSNL Lines. It has got *Gyandoot* software developed by *Gyandoot Samiti*. This software is very user friendly with drop down menus in local Hindi language and offers various services like Mandi Rates, online registration of application, online public grievance redressal, rural e-mail, village auction site, online matrimonial, information regarding government programs, career counseling etc. Also a LAN has been established in the collector's office premises, with connectivity to all the government departments to facilitate receipt, action, monitoring and reply of grievances related to their department within a specified time limit. The Intranet also provides facility of local e-mail in Hindi. Daily updates are done on the content by Technical team of *Gyandoot Samiti*. The Soochanalayas (kiosks) are connected to the Main Server through a BSNL dial-up line, which provides access to information for the villagers on a nominal cost.

### **Proposed Arrangement After WLL (Wireless in Local Loop)**

The existing Intranet connections established so far will be extended to voice & Internet. It will also link every village of Dhar District. The Dial-up connectivity would get replaced by wireless connectivity using CorDECT Technology. In doing this, we will succeed in providing voice and Internet facility with reliable connectivity in addition to the existing Intranet.

The entire Project would be divided into 3-4 Parts (Access Centres) to cover the whole district. Each Access Centre would have 2 Phases. Phase-I would cover all the areas within 10 Kms. Line of Sight (LoS) radius from the Access Center and Phase-II would cover 25-30 Kms. radius from the Access Centre. All the Soochanalayas that fall within Phase-I would be the first to get wireless connectivity. New Soochanalayas in every village within the 10 Kms range can be added in Phase-I. In phase-II all Soochanalayas which fall in 25-30 Kms arial distance will get wireless connectivity. The other Soochanalayas out of the wireless range would still be connected on dial-up mode, as existing. The telephone charge would be standard DOT Rates with appropriate discount, and the Internet charges will be around Rs15/20 per hour.

### **Target groups**

-  Villagers who require access to the information available on a daily basis.
-  The information available through the kiosks is provided in an appropriate format and in the local language, Hindi.
-  84 per cent of users are men (average). This is derived from the fact that most rural users are men whereas the urban Cyber Café served more women than men (70-30). *Gyandoot* is trying to address this.

**Capacity building:** The project manager selected to take care of the management of the network is a professional IT expert. Four assistant managers are provided training in networking and database management. Three-day training was organized for all the kiosk managers manning the kiosks. All the head of the departments were given two-day computer training courses.

### **Services of Gyandoot**

#### **On - Line Services**

Mandi Rates (RS./- 5)  
 Social atrocities/epidemics  
 Information on government schemes/allocations  
 Guidelines for property registration  
 Expert advice  
 Gram Haat  
 Online directory of people  
 Vaivahiki (Rs./- 25)









#### **Off- line services**

**Land Record Distribution:** It is the most popular service amongst farmers. On the spot delivery of soochanalaya certified copies of land ownership was given from Gyandoot soochanalaya. These copies can be used for loan, guarantor, etc.

#### **Combination of on - Line & off - line Service**

Caste/Income/ domicile certificates (RS./- 10)  
 Grievance Redressal (RS./- 10)  
 Old age/Social Security pension  
 Online booking of vermi-compost  
 Gyandoot Certificate

#### **E - Education Services provided by E - Club**

-  Online results
-  Question banks
-  Personality tests
-  Syllabuses
-  *Sawaliram se puchiye*
-  Quizzes
-  Education courses (only through village kiosks)
-  E-library

#### **SOOCHANALAYAS**

Soochanalayas are 21 client sites / nodes working as rural cybercafe-cum-cyberoffices. Each *Soochanalaya* provides services to about 15 Gram Panchayats, 25

to 30 villages, 20,000 to 30,000 population. The intranet will cover 5 out of 13 Blocks in the district and 3 out of 7 Tahsils in the district in the initial phase. The *Soochanalayas* are located on the roadside and are central villages where people normally travel. These *Soochanalayas* cater to over half a million villagers in 311 Gram Panchayats and about 600 revenue villages.

*Soochanalayas* have telephone line connectivity to begin with. The hardware is procured and given to the Gram Panchayat under agreement with the Zila Panchayat. The Gram Panchayat in turn gives it for operation to the *Soochak* under agreement. The Gram Panchayat provides, readies and maintains the building where the *Soochanalaya* is housed. It also provides the telephone and electric connection as well as the furniture.

#### SOOCHANA KOSH

Server / hub is a Remote Access Server (RAS) housed in the computer room in Zila Panchayat to be called *Soochana Kosh*.

#### SOOCHAK

An important aspect of the scheme is that the person selected to operate the *Soochanalaya* is a local youth from the same village who was trained to run the *Soochanalaya*. These operators, called *Soochaks* have not been given any employment. Instead, they will run the *Soochanalaya* on commercial lines and generate income and livelihood for themselves.

#### ON-LINE REGISTRATION OF APPLICATIONS

So far, the villagers had to go to the *tahsil* court to file applications for obtaining income / caste / domicile certificates or for getting demarcation done or for obtaining landholder's loan passbook (*rin pustika*). Now, through *Soochanalayas* they may send the application at a cost of only Rs. 10 and thereafter, in a maximum period of 10 days, preferably less, an intimation of the readiness of the certificate would be sent back to them through e-mail at the concerned *Soochanalaya*. Thereafter, they may go to the concerned court to collect the certificate.

#### HINDI EMAIL

The district and Block levels may communicate through e-mail amongst themselves.

#### MIS

Through *Soochanalayas*, a Management Information System relating to health, education and Gram Panchayats is also being introduced in Dhar block. Through this MIS, the village level worker may directly send necessary information from nearby *Soochanalayas* to the Block and district level.

## HARDWARE

A Pentium III Random Access Server (RAS) has been set up in the computer room of the Zila Panchayat. The 21 *Soochanalayas* have been equipped with Pentium multimedia colour computer along with dot matrix printers. The entire intranet has a three-year guarantee period during which any complaints would be attended within 24 hours by the system engineer and if the problem cannot be solved the computer will be replaced with another standby computer. Full specifications are as follows:

**Server:** RAS P III 450 MHz CPU, 128 MB ECC RAM, 2 X 9 Ultra SCSI HDD, 2 MB Graphic Controller , Card 15" colour monitor, 48 X CD-ROM Drive, 4 Port Serial Card, Keyboard, Mouse.

**Clients:** 19 Pentium Celeron 433 MHz CPU, 32 MB RAM, 4.3 GB HDD, 1.44 MB FDD, 4 MB AGP card, 14" Colour monitor, 48 X CD-ROM With Multimedia kit, Keyboard, Mouse.

**Modems:** 19 + 5 (at server end) = 24 external modems 56.6 KBPS.

**Printers:** 19 132 column, 240 CPS, 9 pin DMPs

**UPS:** 19 off-line UPS with 24 Volt Exide battery built-in 160 Volt AVR 120 Ampere Hour capacity sufficient for 5 hour back-up with printer 8 hour charging time

**CD Writer:** HP 4X CD Writer / Rewriter

## SOFTWARE

Aside from the software which has been designed for the intranet and the internet, the following the pre-manufactured software have also been used –

- Microsoft Windows NT Server
- Microsoft Windows 98 Operating System
- Microsoft SQL Server
- Visual Basic
- Java Development Kit
- Microsoft Access
- C-DAC's ISM fonts

## General Problems

### POWER BACK-UP

Keeping in view the widespread power cuts in rural areas, the *Soochanalayas* have been equipped with UPS systems. The UPS system is sufficient to run the computer as well as the printer at for five hours at a stretch from an Exide battery. These UPS may be charged on single-phase electricity in only 8 hours. Thus, the system is largely proof from rural power cuts.

### RELIABILITY OF TELEPHONE CONNECTIVITY

Out of 21 *Soochanalayas*, 7 *Soochanalayas* already have Optical Fibre Connectivity (OFC). By end of July 2000, 10 out of the remaining 14 was also

be connected through optical fibre lines. Thus, the telephone network is technically quite suitable for supporting the proper performance of the intranet.

## Financing

### 1. Budget

- ✚ The network has been set up at a total initial cost of Rs. 25 lakhs (\$ 50,000) with additional investment from private parties for expansion of the project.
- ✚ The average cost incurred by the village committee and the community in establishing a single kiosk was Rs. 75,000 (\$ 1,500).

### 2. Item Cost (rupees)

- ✚ Multimedia PC (Pentium 3) 32,000
- ✚ Modem 3,500
- ✚ UPS 9,500
- ✚ Printer 10,000

### 3. Total set up costs 57,000

- ✚ Electricity 6,000 pa
- ✚ Stationery 4,000 pa
- ✚ Contingency 2,000 pa

### 4. Estimated annual running costs 12,000 pa

- ✚ Estimated income pa
- ✚ Gyandoot revenues 12,000 pa
- ✚ Publishing work (eg PC desktop) 15,000 pa
- ✚ Training in PC skills (ten students @ 200rs/month) 24,000 pa

### 5. Estimated total income pa 51,000 pa

### 6. Annual income (without loan repayment) 39,000 pa (3250/month)

### 7. Annual income (with loan repayment of 1500/month for five years to repay set up costs and

Year 1 running costs = 69,000 rupees) **21,000 pa (1750/month)**

### 8. Cost Recovery

The 11 centres started as private enterprise, the Soochak is the owner of the establishment who pays Rs. 5,000 as a license fee for one year to district council. Each Soochak is expected to earn a net income of at least Rs.36,000 per annum at conservative projections.

The Soochanalayas provide user-charge-based services to the rural people.

The services carry a charge based on the principle of opportunity cost. Some of the services are: On-line Registration of Applications (Rs. 10), On-line Public Grievance Redressal (Rs. 10):

The Soochanalaya is run on commercial lines. The Soochak has an initial one-year agreement with the village committee. S/he does not receive any salary. At present the Soochanalayas are running as economically viable units with all the Soochaks comfortably earning their livelihood. All the commercial

banks in the district are eager to finance new Soochanalaya units. Three new Soochanalaya units are sanctioned by the commercial banks for financing units. Are there clear cost sharing mechanisms in place?

The entire expenditure for the *Gyandoot* network has been borne by Panchayats (village committees) and the community or private entrepreneurs. How are recurrent costs covered e.g. maintenance, consumables?

The Soochak bears the cost of stationery, maintenance and electric and telephone bills. S/he pays 10% of income as commission to the Zila Panchayat (District Council) for maintaining the intranet

Training/Upgrading and replacing Gyandoot is currently evaluating a solar power pack at two 54kiosks, used alongside the national grid, which is likely to cost some \$2,000 per installation.

## Expansion of services

### The recent additions to the Gyandoot Intranet

- ✚ Gram Daak
- ✚ Expansion in availability of rates for more mandis and more crops
- ✚ Government sponsored loan project preparation and submission Information regarding government programmes
- ✚ Mandi Information Centre
- ✚ Vaivahika

### The proposed additions to the Gyandoot Intranet

- ✚ District Weather Report for farmers
- ✚ Avedan
- ✚ Gram-Haat
- ✚ Supporting the Soochanalaya

After initial 21 soochanalaya started in january, five new soochanalaya has been started in private sector in pithampur, gandhwani, dharampuri, dhamnod and manawar. The future strategy is to enrich facilities in the project followed by expansion later on.



1. Rural Cybercafes



2. Nirmitti Kendra  
(Low cost technology)



3. Agriculture & Industry  
Automobile Centers

Source : <http://www.gyandoot.nic.in/> (accessed on 2/1/09)

**ICT based Projects Initiatives in India**

S. No.	Statewise	Projects Initiatives
1	Andhra Pradesh	<ul style="list-style-type: none"> <li>APSWAN (Andhra Pradesh Statewide Area Network)</li> <li>TWIN (Twin cities Network Services)</li> <li>SKIMS (Secretariate knowledge Information Management System)</li> <li>GIS (Geographical Information System)</li> <li>Fully automated services of Transport</li> </ul>
2	Gujarat	<ul style="list-style-type: none"> <li>GSWAN (Gujarat State wide Area Network)</li> <li>Mahiti Shakti (Citizen Service Portal, Oct 2001)</li> <li>Tele-Fariad</li> </ul>
3	Karnataka	<ul style="list-style-type: none"> <li>The Government Millenium IT Policy "Mahiti"</li> <li>Yuva.com</li> <li>Small Scale Industries</li> <li>Polocy IT 2000.</li> </ul>
4	Tamilnadu	<ul style="list-style-type: none"> <li>STAR (Simplified and Transparent Administration of Registration across Tamilnadu)</li> <li>SCHOOL (Computer literacy to 1300 high secondary school)</li> <li>Telemedicine</li> </ul>
5	Kerala	<p>A Successful computerization model has been evolved in the office of the controller of entrance Examinations.</p> <ul style="list-style-type: none"> <li>Networking of all the sub-treasuries through VSAT</li> <li>Co-operative banking network interlinked</li> </ul> <p>Secretarial WAN linking offices of all ministers, secondary and individual sections.</p>
6	Lakshadweep	Govt. Project
7	Pondicherry	<ul style="list-style-type: none"> <li>Police Net</li> </ul>
8	Mizoram	<ul style="list-style-type: none"> <li>ZENICS (Zoram Electronics Development Corportion Limited)</li> <li>NIC</li> <li>GoMIB (Gove of Mizoram Internet Backbone)</li> </ul>
9	Uttar Pradesh	<ul style="list-style-type: none"> <li>UP Portal (Darshan &amp; Pooja)</li> <li>ICDP (Ganga Institutional and community Development Project)</li> </ul>
10	Maharashtra	<ul style="list-style-type: none"> <li>CMC (Computer Maintenance Corporation)</li> <li>Motor Vehicle Department</li> <li>Stamps &amp; Registration Projects</li> </ul>
11	Punjab	<ul style="list-style-type: none"> <li>Microsoft has set up a centre for Excellence at the Regional Engineering College at Jalandhar to certify students on Microsoft technologies</li> </ul>
12	Chandigarh	<ul style="list-style-type: none"> <li>Project Telemedicine</li> </ul>
13	West Bengal	<ul style="list-style-type: none"> <li>WBS WAN (The project West Bengal State Wide Area Network)</li> </ul>
14	Orrisa	<ul style="list-style-type: none"> <li>BDA (Bhubaneshwar Development Authority)</li> </ul>
15	Rajsthan	<ul style="list-style-type: none"> <li>Vikas Darpan</li> <li>rajSWIFT</li> <li>RajNIDHI</li> </ul>
16	Tripura	<ul style="list-style-type: none"> <li><a href="http://www.tripura.nic.in/">http://www.tripura.nic.in/</a> -official site launched the state Government mainly for computerization taxes, treasuries, information system for rural infrastructure.</li> </ul>
17	Madhya Pradesh	<ul style="list-style-type: none"> <li>Gyandoot</li> </ul>



## Conclusion

Paper concluded that the first decade to digital government, policy makers have the chance to reshape government online. Information and Communication Technology provides a dynamic way to connect people with their government and access information easily, efficiently and cost effectively. *Gyandoot* means messenger of knowledge. *Gyandoot* was judged as the best

e-government project due to its social, economic and cultural relevance and its immense potential to improve the society in which it functioned. Such types of projects are needed in rural areas in India and ICT is playing a significant role in such areas. Due to this, the people are becoming not only computer but IT literate also.

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## Indian Digital Libraries and Services

Kuldeep P. Pawar\*

### Abstract

This is the era of globalization. In this era Human resource development and management is crucial. If we want total human resource development then there is only one way .i.e. read more and more books. When human mind is empty, he /she can't do anything; his growth stops because his thought process gets stopped. If we want to provide books on internet, it is necessary that digitalization takes place. Digitalization means Automation. Books are available on Compact disks and in electronic form. So it is easy to maintain ancient and valuable books as well as for managing big libraries. Digital library to be an electronic collection of real or virtual resources, which may also be available elsewhere. These resources must be whole works, with which humans can have a complete cognitive or affective engagement. A digital library is also not merely an automated conventional library, where the resources are electronically catalogued and are available only for browsing purposes. Although conventional libraries do preserve socio-cultural ambiances within their spaces, a digital library can provide more equitable and widely distributed access at lower costs. Moreover, it may be most appropriate means of organizing intellectual artifacts that cannot be represented or distributed in printed formats, such as audio/video multimedia content. In this paper I give information of all digital libraries and automation process in India. I also give brief account why new technologies are necessary and how we can adopt these technologies easily.

**Keywords:** Digitalization, Digital libraries, Softwares, ICT in Digitlization

### Introduction

A **digital library** is a [library](#) in which collections are stored in digital formats and accessible by computers. The digital content may be stored locally, or accessed remotely via computer networks. A digital library is a type of [information retrieval](#) system.

A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos. On the Internet, the use of a digital library is enhanced by a broadband connection such as cable modem or DSL. Dial-up connections can be used to access plain-text documents and some documents containing images, but for complex files and those with animated video content, a downstream data speed of at least several hundred kilobits per second ( Kbps ) can make the user's experience less tedious, as well as more informative. Internet-based digital libraries can be updated on a daily basis. This is one of the greatest assets of this emerging technology. On CD-ROM, the amount of data is limited to several hundred megabytes ( MB ) per disk, but access is generally much faster than on an Internet connection. Several CD-ROMs can be combined in a set, and because the disks are small, a large library can be accommodated in a reasonable physical space.

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The main limitation of CD-ROM is the fact that updating cannot be done as frequently as on the Internet. In addition, producing and distributing CD-ROMs involves overhead costs that are largely nonexistent in Internet-based libraries.

Some institutions have begun the task of converting classic books to electronic format for distribution on the Internet. Some files can be viewed directly in HTML format; others can be downloaded in PDF format and printed. Some publishers keep electronic files of books and produce them one unit at a time in printed and bound form on demand

### **Some Indian Digital libraries**

- Indian Parliament library
- Indira Gandhi Memorial library , University of Hyderabad
- Indian Institute of Technology, New Delhi, Kharagpur, Mumbai
- Indian Institute of Science, Bangalore
- National Institute of Technology, Calicut
- National Institute of Technology, Roukela
- Indian Institute of Management, Kozikode
- Punjab University, Chandigarh

### **Government policy for Digital Library**

National Centre for Science Information (NCSI) is the information centre of Indian Institute of Science, Bangalore that provides electronic information services to the Institute academic community. The Centre also undertakes sponsored R&D projects and conducts a training programme on Library and Information Management [Indian Institute of Science, Bangalore](#) decided to implement Digital libraries in India and with the help of other 21 participants they established Digital Library of India for this project government of India give special attention and also provide budget for it.

### **Mission**

The mission is to create a portal for the Digital Library of India which will foster creativity and free access to all human knowledge. As a first step in realizing this mission, it is proposed to create the Digital Library with a free-to-read, searchable collection of one million books, predominantly in Indian languages, available to everyone over the Internet. This portal will also become an aggregator of all the knowledge and digital contents created by other digital library initiatives in India. Very soon this portal would provide a gateway to Indian Digital Libraries in science, arts, culture, music, movies, traditional medicine, palm leaves and many more. The result will be a unique resource accessible to anyone in the world 24x7, without regard to socioeconomic background or nationality.

Typical large high-school libraries house fewer than 30,000 volumes. Most libraries in the world have less than a million volumes. One million books, therefore, is more than the holdings of most high-schools, and is equivalent to the libraries at many universities and represents a useful fraction of all available books.

## Objectives

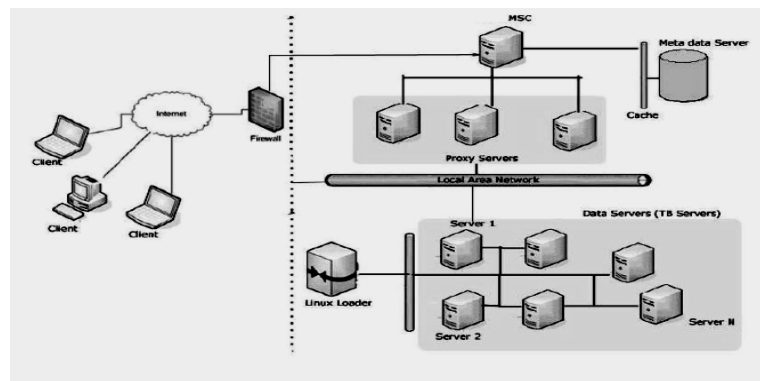
Provide network access to worldwide scholarly information resources of relevance to the academic community, facilitating improved learning, teaching, research, collaboration and information sharing

Provide orientation and training to the academic community in making effective use of electronic information sources, tools and services

Participate in the e-publishing and e-dissemination of Institute's intellectual contributions.

Conduct teaching, research and training in **Library** and Information Management, with focus on set up, operation and management of **digital** information facilities and services.

## Digital library setup:



## Software's and Scanners used in implementation of Digital libraries

Open source digital library software derives its strength from several enabling technology and metadata based inter operability protocols, which have become available recently. Examples of some of these are as follows-

1. Green stone digital library software (GSDL)
2. E-prints
3. DSpace from MIT
4. Site search (OCLC): [www.sitesearch.oclc.org](http://www.sitesearch.oclc.org)
5. PEARS (OCLC): [www.oclc.org/research/software/pears](http://www.oclc.org/research/software/pears)
6. Open source software for online journals and conference publishing (e.g. OJS system from the public Knowledge Project, University of British Columbia, Canada)
7. Fedora - Developed by Cornell University & University of Virginia

### Type of Scanners

- Flatbed scanner
- Slide scanner
- Microfilm scanner
- Drum scanner
- Sheet fed scanner
- Digital camera

## Scanner Software

There are two types of software that you will need for most digital imaging jobs.

- Scanning software that comes with the scanner.
  - Image editing software, normally applied to the image after it has been scanned.
- Optical Character Recognition (OCR) Software Once the text has been scanned it needs to be run through the OCR program to convert it to a machine-readable encoded form. It allows to scan printed, typewritten or hand written text (numeral, letters or symbols) and/or convert scanned image to a computer readable format, either in the form of a plain text or a word document or an excel spread sheet, which can be used or reused in other documents. (Tip: See tips on indexing also to decide what and what not to OCR)

## Advantages of Digital Library

The advantages of digital libraries as a means of easily and rapidly accessing books, archives and images of various types are now widely recognized by commercial interests and public bodies

1. **No physical boundary:** The user of a digital library need not to go to the library physically; people from all over the world can gain access to the same information, as long as an Internet connection is available.
2. **Multiple access :** The same resources can be used simultaneously by a number of institutions and patrons. This may not be the case for copyrighted material: a library may have a license for "lending out" only one copy at a time; this is achieved with a system of digital rights management where a resource can become inaccessible after expiration of the lending period or after the lender chooses to make it inaccessible.
3. **Information retrieval:** The user is able to use any search term (word, phrase, title, name, subject) to search the entire collection. Digital libraries can provide very user-friendly interfaces, giving clickable access to its resources.
4. **Preservation and conservation:** Digitization is not a long-term preservation solution for physical collections, but does succeed in providing access copies for materials that would otherwise fall to degradation from repeated use. Digitized collections and born-digital objects pose many preservation and conservation concerns that analog materials do not. Please see the following "Problems" section of this page for examples.
5. **Space:** Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information, simply because digital information requires very little physical space to contain them and media storage technologies are more affordable than ever before.

6. **Added value:** Certain characteristics of objects, primarily the quality of images, may be improved. Digitization can enhance legibility and remove visible flaws such as stains and discoloration.

### **Problems in the implementation of digital libraries in India**

#### **1. Lack of proper Information & Communication Technology (ICT) infrastructure**

- powerful Servers , Intranet facilities, ideally optical fiber based Gigabit networks
- Required number of Workstations capable of providing online information services, computing and multimedia applications
- Internet connectivity with sufficient bandwidth, capable of meeting the informational and computational requirement of the user community.

#### **2. Lack of Proper Planning and Integration of Information**

Presently the library acquisitions in India are either paper based and electronic. In most of the libraries, paper based documents outnumber the electronic subscriptions and acquisitions. Some of the libraries need retro-conversion and digitization of library holdings too. Literature on related studies show that there is a severe lapse on the libraries with regard to proper planning of their information resources which are conducive for developing digital libraries.

#### **3. Improper data formats and Rigidity in the publishers' policies**

Having successfully installed and configured a digital library does not qualify a library to automatically populate all its digital collection into the digital library. One has to obtain publisher's consent and copyright permissions for the same. Digital library software's usually accept and process all popular and standard digital formats such as HTML, Word, RTF, PPT, or PDF. Most of the publishers put their materials in their own proprietary e-book reader formats, from which the text extraction becomes almost impossible. A vast majority of the scholarly content rests in journal literature and due to copyright issues they cannot be easily (almost impossible) find its way in to the local repositories of the digital library.

#### **4. Lack of Technical Skills**

The Human Resources available in the libraries need time-to-time professional enrichment inputs and rigorous training on the latest technologies which are playing around in the new information environment. The kind of training programmes being imparted in India at the moment are not able to meet the demand in terms of quantity as well as quality.

#### **5. Management Support**

For the provision of world class information systems, resources and services the libraries need the wholehearted support from the respective management. Institutional support in terms of proper funding, human resources and IT skills

enrichment are prerequisites for the development and maintenance of state-of-art digital library systems and services.

## **6. Copyright / IPR Issues**

Issues of copyright, intellectual property and fair use concerns are posing unprecedented array of problems to the libraries and librarians are struggling to cope with all these related issues in the new digital information environment.

## **Solutions of the problems**

India is large country. People are intelligent. India is country who export maximum software or give technical support to other countries for their development in Information technology. We can take the help of IT experts in the implementation of Digital libraries.

1. For the private libraries, there is no problems to take the support from other companies which are in the field of digitalization. If government wants to start digital libraries in India they can take the help of IIT's and IIMs. We can see it as National Centre for Science Information (NCSI) is the information centre of Indian Institute of Science, Bangalore, is a example of it.
2. With the proper consent of people ,we can decide a proper format of storing books which are more convenient and suitable for use.
3. If we discuss with the publishers of the books and authors, and show them the digital libraries are more safe and no one make copies of books and there is no obligation of IPRS(Intellectual property Rights) then they also agree for digitalization of books.
4. With the proper paper planning and distribution of work no duplication of data will be occurs in the digitalization process.
5. If we discuss with the management and show them how the digital libraries save the money and time and convenient to all, then we will get the sufficient budget and moral support from top management.
6. In India there is a problem of skilled technicians. if we arrange workshops and seminars for the technicians and give proper training then this problems also get eliminated.

## **Conclusion**

Digital library development in India has been started well .Even among these libraries, focus has been on developing digital libraries without focus on issues such as education and training, copyright ,management and promotion . There is a need to amend copyright legislation to suit the electronic environment. Few institutions have taken initiatives to hold workshops on digital libraries and digital technologies. Other important areas on which Indian studies have been few or totally missing are digital rights management, digital library security, content management, business and pricing model and policy studies.. With several digital library initiatives reported, it will be useful to have a survey of the digital libraries in India to understand the present status of the digital library initiatives. With the advance technologies we can

setup digital libraries in India and everyone can access it for innovation, research, studies, etc.

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# Legal Reference Service: Boundaries and Opportunities

Intekhab Alam \*

## Abstract

Law librarian requires proper knowledge of professional skills and law resources available in various types and formats to render the reference service. Legal reference service differs with the legal advice and there is a limit for law librarian not to interpret the law for the users. The paper also gives an overview of legal outsourcing and role law librarian in academic, court and law firm libraries as well.

**Keyword:** Legal Reference Service, Legal Advice, Legal Outsourcing, Law Librarianship.

## Introduction

Legal research requires proper knowledge of legal resources and assistance to explore legal information resources in printed as well as soft format. Legal information resources available in the law libraries are of various types: national/international case laws, constitutions, statutes, academic law journals, law reporters, parliamentary proceedings, bills, acts, commission reports, legal monographs, treatises, encyclopedias, legal dictionaries and other legal reference materials. Besides these reference resources a lot of online legal resources are available for legal research such as SCC Online, AIR InfoTech, Manupatra, Laws-Super, JUDIS, India Code, Lii of India, LexisNexis, Westlaw, etc. It is also important to acquire amended and new laws enacted and current judgments of various High Courts and Supreme Court. In addition to acquiring legal material of different types, a law librarian has to develop many indigenous tools to manage up the information needs of the library users. When helping library users, a law librarian can provide reference to a source but cannot make judgment on the relevance of facts, nor provide explanation, interpretation or analysis of the legal research result.

## Reference Service and Legal Reference Service

Reference work includes the direct personal aid within a library to persons in search of information for whatever purpose and also various activities especially aimed at making information as easily available as possible (Hutchins, 1944). Reference work includes the direct personal aid within a library to persons in search of information for whatever purpose and also various activities especially aimed at making information as easily available as possible (Hutchins, 1944).

It would be better to use the term reference service instead of reference work (Kumar, 1996). It is a general definition of reference service. Legal reference service is also same in activities but specialize in subject. A law librarian assists the users in locating information related to their legal problem, recommending appropriate law resources, teaching users how to use the reference material and helping to choose search terms and translating legal citations. Various online resources including websites and legal

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database may be accessed for replying users' legal information requests. Additionally, the librarian may advise the users to evaluate the legal information they find on the Internet.

### **Legal Reference Service Vs. Legal Advice:**

Legal reference service differs with the legal advice. Legal advice is to interpret the law for a particular situation. A reference law librarian can not give legal advice and interpret the law for users' situation. The goal of the reference law librarian is to provide legal information not legal advice to the library users.

The guidelines for differentiating the two concepts (Coleman Karesh Law Library, University of South Carolina School of Law, 2011) :

- 1) Legal Information – librarians SHOULD answer the questions that call for ACTUAL information – questions typically contain the words “how”, “what” or “when”.
- 2) Legal Advice – librarians SHOULD NOT answer questions that call for an OPINION about what a patron/user should do – questions typically contain the words “should” or “whether”.

Law librarian has to treat questions carefully and during the reference interview he has to judge whether the user wants legal information or legal advice. Law librarians are not advocates and are not authorized to practice law. And hence they are not authorized to provide legal advice or to interpret law for a particular situation.

What a law librarian can do (Bernes, 2005):

- Provide answers to users' legal ready reference questions.
- Teach users how to identify and utilize information source for legal research.
- Connect users who require legal referral with the appropriate resources.

The level of reference service provided depends on the nature of the legal information request, which is determined during the most important reference interview.

### **Legal Reference Service Vs. Legal Outsourcing**

Legal outsourcing is a new concept and represents to the legal support services. Legal outsourcing refers to the practice of a law firm or corporate legal department obtaining legal support services from an outside law firm or legal support services company. The legal outsourcing service work consists of valuable knowledge based services, including contract drafting, contract review and monitoring, document review for due diligence, patent drafting, simple filing and legal research (Legal Support Global Group). Legal support services are rendered by the law professionals. Although a trained librarian with experience in law firm can provide value-added services in a law firm library and is an asset for the firm.

The following examples illustrate the law librarians' ability to create information order out of information chaos (Casey-Cohen, 1997).

**Example No. 1:**

A librarian in a large law firm may be aware that unbeknownst to each other, two practice groups are tackling a similar research problem. The librarian, becomes alerted of this situation through the overlapping of reference questions, interlibrary loans and online research requests, suggests to the lawyers that they communicate with each other and pools their resources.

**Example No. 2:**

Librarians of branch offices realize that they are providing similar information on different client matters. They notify their attorneys that the two offices are working on similar matters and provide each other with a bibliography of resources (both print and electronic).

**Example No. 3:**

While attending a firm marketing meeting, the librarian realizes that the partners are unfamiliar with how the new technologies (e.g., the Internet, online databases) can assist the firm with its marketing plans. The librarian offers to hold a seminar for partners and associates to introduce them to specific databases and electronic media that can be utilized in helping them achieve their marketing goals.

### **Role of Law Librarian**

Law librarian can play an important role to respond legal reference inquiries in court, academic, corporate or law firm libraries. He can instruct to law students and other users how to use legal resources efficiently. The best law librarian is one who is able to search legal information not only in printed resources, but in online resources as well.

The major challenge to law librarian is rapidly expanding online legal resources with increasingly sophisticated programs that facilitate direct patron access to those resources. This challenge to the traditional role of assisting patrons in accessing legal information threatens to supplant reference librarians (Sears, 2006). But it is necessary for the law librarians to keep pace with the advancement of technology and convert himself to an expert of online legal research to play the role as a mediator between the users and the online resources.

Many reference transactions become mini-instruction sessions, with librarians helping to develop the topic idea, layout of the structure of information, explain and differentiate between types of information, provide an overview of general research strategies, demonstrate the use of a particular database, direct them to where they can retrieve the materials found, and guide them in presenting their information clearly and appropriately. The librarian must be able to bring all of these elements into a typical reference transaction (Fritch & Mandernack, 2001)

### **Conclusion**

It is necessary for a law librarian to remember various aspects of legal reference service and the aspect which separates it with the legal advice as well as legal outsourcing. The law librarian's role and his expertise are important factor to render

legal reference service in any legal institution. The professional who render this service should have knowledge base that covers both the skills of library and information science and understanding of legal resources and legal research.

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## Reading Habits of the College Students across Discipline

Fayaz Ahmad Loan \*

### Abstract

From last century, many researchers have devoted efforts to examine reading habits of students. The present study is a step forward in the process which aims to identify the reading preferences and tastes of the college students across disciplines. The scope of the study is limited to the degree college students of Kashmir covering the faculties of General Science, Business/ Commerce, Computer Science, Social Sciences and Humanities. The sample was selected through statistical sampling formula and stratified random sampling technique was used to select students. The questionnaire was used as a data collection tool. The results reveal that students of all faculties have positive attitudes towards reading in which General Science students enjoy the most and Social Sciences & Humanities students the least. The General Science students also rank first on spending time on reading. The college students, irrespective of subject differences, mostly prefer to read in English. In comparison, the Computer Science students read in English more than other faculties whereas Social Sciences & Humanities students lead in Urdu. The students of General Science and Social Sciences & Humanities mostly read for education whereas majority of Business & Commerce and Computer Science students read for information. The students of all faculties mostly like to read about their own discipline. In comparison, the students of Social Sciences & Humanities read literature, politics, religion more than others; General Science students lead in science & technology reading followed by Computer Science students and the students of Business & Commerce lead in business and games/sports. The students of all faculties mostly read print sources compared to electronic. However, the Computer Science students rank first in exploiting electronic sources followed by Business & Commerce students. The study concludes that the subject background is one of the factors responsible influencing the reading habits of students.

**KEYWORDS:**-Reading habits; Reading preferences; Reading tastes; Subject differences; College students.

### INTRODUCTION

Reading has been the passion of the greatest personalities of all times. Humans have been reading since ages and thus words of knowledge have been passed on through generations. The reading habit influences in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life. Reading fires the imagination of the person. It adds new sight to eyes and new wisdom to mind. "*A dumb person becomes a communicator and a lame climbs mountains of knowledge through reading*" is an old saying. Reading loads the mind with new software (Satija, 2002). The individual who reads well has at his command a means for widening his mental

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horizons and multiplying his opportunities of success. Reading is a vital factor affecting intellectual and emotional growth. Sir Richard Steele has logically quoted, "*Reading is to mind what exercise is to body*".

The definition of *reading* has undergone through many changes. In the past, reading simply meant to extract visual information from any given codes or systems. However, thereafter, reading became much more complex and involved the understanding of a whole text composed of written signs. Smith & Robinson (1980) defined reading as "an active attempt on the part of reader to understand a writer's message". According to Toit (2001) "Reading is as a process of thinking, recalling and relating concepts under the functioning of written words." Devarajan (1989) defined reading as the art of interpreting printed and written words. Irvin (1998) describes the reading process as "*the interaction of what is in the head with what is on the page within a particular context that causes students to comprehend what they read.*" Thus, reading is the ability to recognise, and examine words or sentences and understand the information within. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

### **Reading Culture in Kashmir Valley**

Kashmir valley has been a seat of learning since ages. Right from the very ancient times, Kashmir was a clearing house of spiritual knowledge, a laboratory of scientists and a place of thinking personalities as is evident from the ancient writings present on stone- slabs, copper plates and coins found in Kashmir (Iqbal, 2007). Kashmiri are proud of their literary glories of the past. They had produced masterpieces of history, poetry and philosophy. The *Rajataranini* speaks of many literary personalities who flourished in ancient Kashmir and who thought and wrote with ability on different branches of knowledge. The noteworthy among them are *Vasunanda*, *Candaka*, *Matrgupta* and *Vakpatiraja* (Roy, 2005). In modern literary world, the Kashmiri authors have been awarded for different literary works by many national agencies. The *Sahita Akademi* of India has given awards to 25 Kashmiri scholars like *Zinda Koul Masterji*, *Adul Rehman Rahi*, *Shafi Shaida* and *Sajood Sailani* for their praiseworthy contribution in literature (Khan, 2006). Presently, in spite of all odds, the students of Kashmir Valley achieve the greatest highest in literary world.

### **LITERATURE REVIEW**

From last century, many researchers have devoted efforts to examining learners' reading habits (Allen, 1986). With their endeavours, researchers have discovered that reading habits are associated with students' gender (Scales & Biggs, 1987; Scales & Rhee, 2001; Synder, 1981), age (Fusco, 1986), socio-economic status (Devarajan, 1989), educational background (Allen, 1986; Bank, 1986) academic performance (Lamme, 1976) employment status (Ogunrombi & Adio, 1995) and professional growth (Wood, Zalud, & Hoag, 1995).

In a study conducted in Sweden, Stenberg (2001) revealed that women read more than men and highly educated people read more than less educated. Mokhtari and Sheorey (1994) explored the reading behavior patterns of 158 ESL students and found that university ESL students' levels of education and English proficiency were

associated with their reading behavior patterns. Subjects in high English proficiency group spent more time reading academic materials than subjects in low English proficient group. On the contrary, Hafner, Palmer, and Tullos (1986) examined the differences in reading interests of good and poor 9th-grade readers and found no differences between good and poor readers in number of magazines or books read. On the reading purpose, Igun & Adogbeji (2007) reported that nearly two-thirds (61.5%) of postgraduate students are motivated for study & reading primarily by the desire for knowledge and skills, while (22.5%) study mainly to pass their examinations and tests and for self development. Cabral & Tavares (2002) reflected that students read for academic purposes (97.8%) almost as much as they use reading as a hobby (97.2%). In contrast, Hassell & Rodge (2007) depicted that 72% of the students are reading in their leisure time in which 22% read constantly and 50% read when they get a chance. However, 6% of the adolescents excavate that they do not read and the other 22% says they read only for school.

Sarjit Kaur & Thiyagarajah (1999) investigated the students reading habits in University Science Malaysia. The information gleaned from the questionnaire revealed that while many students prefer spending as much as 3-5 hours per week in reading yet the breakdown of the responses indicated that 69.8% of them spend this amount of time on literary works, 28.6% on newspapers and 25.4% on novels. Karim & Hasan (2007) identified that the students spend about 7 to 9 hours per week on average on reading. The distribution of eight types of reading material shows that majority (74%) of the students read newspaper everyday for at least a few times a week followed by academic books or text books (72%), web sites (70%) and magazines (39%) respectively. The available literature reveals that reading habits of college students have been studies from many dimensions. However, the impact of subject backgrounds on reading habits is an area of concern that is touched in the present study.

#### **PURPOSE OF THE STUDY**

The purpose of the present study is to identify the reading habits of the college students across disciplines and to identify the impact of subject backgrounds on reading tastes and preferences of college students.

#### **SCOPE OF THE STUDY**

The present study is limited to the degree college students of Kashmir Valley covering the faculties of General Science, Social Sciences, Humanities, Business & Commerce and Computer Science. The total number of such colleges in Kashmir Valley is 20 in which 11 are falling in rural areas and 9 in urban area.

#### **METHODOLOGY**

The data was collected using the questionnaire method. Before drafting the questionnaire, the relevant literature was reviewed and analysed which provided some directions in drafting questionnaire. After the survey questionnaire was drafted, it was pre-tested with 30 students. The questionnaire was then modified according to

the result of the pre-test. Later, the following statistical formula was used to obtain sample of the student.

$$n = \frac{Z^2 Npq}{Ne^2 + Z^2 pq}, \quad \text{Where,}$$

Z = Probability given under 96.5% reliability  
 N = Population or universe  
 E = Sampling error  
 pq = Proportion of the total population (Rural: Urban)

The total population of students in the academic colleges of Kashmir was 54191 in which 28,838 were studying in rural colleges and 25,353 in urban colleges. Further, to ensure an optimal sample size, the 96.5% confidence level was pre-assigned and a small sampling error (0.04) was fixed.

$$n = \frac{Z^2 Npq}{Ne^2 + Z^2 pq}$$

$$n = \frac{(2.1)^2 (54191)(0.54)(0.46)}{(54191)(0.04)^2 + (2.1)^2 (0.54)(0.46)}$$

$$n = \frac{59363.205}{87.800} = 676.11 = 676$$

The data was collected from various faculties through population allocation method. The students represent the faculties of General science (191), Social Sciences & Humanities (288), Business & Commerce (107) and Computer Science (90).

## RESULTS

### 1. Attitudes towards Reading

Majority of students in all faculties enjoy reading a lot and a bit (Table 1) in which General Science students (75.92%) enjoy the most and Social Sciences & Humanities students the least (58.33%).

Table 1: Attitudes towards reading

I enjoy reading	General Science	Social Sciences & Humanities	Business & Commerce	Computer Science
A lot	101/191 (52.88)	112/288 (38.89)	51/107 (47.66)	40/90 (44.44)
A bit	44/191 (23.04)	56/288 (19.44)	27/107 (25.23)	21/90 (23.33)
Not much	24/191 (12.56)	63/288 (21.88)	17/107 (15.89)	15/90 (16.67)
Not at all	22/191 (11.52)	57/288 (19.79)	12/107 (11.21)	14/90 (15.56)

*Note: Figures in parenthesis is percentage*



## 2. Time Spent

As an average, the students of General Science spent more time on reading per day (2.15 hours) than students of other faculties followed by Computer Science students (1.94 hours) and Business & Commerce students (1.87 hours) respectively (Table 2).

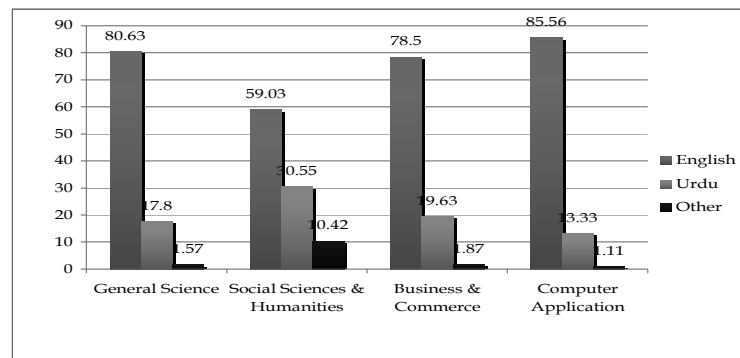
**Table 2: Time spend on reading per day**

Time Spent	General Science (a)	Social Sciences & Humanities (b)	Business & Commerce	Computer Science (d)
Up to 1 hour	32/191 (16.75)	86/288 (29.86)	23/107 (21.50)	21/90 (23.33)
1-2 hours	54/191 (28.27)	98/288 (34.03)	41/107 (38.32)	28/90 (31.11)
2-3 hours	68/191 (35.60)	64/288 (22.22)	26/107 (24.30)	25/90 (27.78)
3-4 hours	23/191 (12.04)	29/288 (10.07)	14/107 (13.08)	12/90 (13.33)
>4 hours	14/191 (7.33)	11/288 (3.82)	3/107 (2.80)	4/90 (4.44)
Total Time Spend	$\Sigma(a)= 410.5$	$\Sigma(b)= 500.5$	$\Sigma(c)= 200.5$	$\Sigma(d)= 175$
Average Time Spend (hrs)	<b>Mean= 2.15</b>	<b>Mean= 1.74</b>	<b>Mean= 1.87</b>	<b>Mean= 1.94</b>

*Note: Figures in parenthesis is percentage*

## 3. Preferred Language

The Computer Science students read in English more than other faculties (85.56%) whereas Social Sciences & Humanities students read in Urdu (30.55%) and in other languages (10.42%) like Hindi, Panjabi and Persian as well (figure 1).



**Fig. 1: Preferred language of reading**

#### 4. Reading Purpose

Majority of the students of General Science (46.07%) and Social Sciences & Humanities (44.79%) mostly read for education whereas majority of Business & Commerce students (45.79%) and Computer Science students (45.56%) read for information. However, the reading for pleasure is low in all faculties starting from Business & Commerce (8.41%), General Science (10.47%), Social Sciences & Humanities (12.15%) and Computer Science (14.44%). It discloses that the Computer Science students read more for pleasure than other faculties (Table 4).

**Table 4: Primary purpose of reading**

Reading Purpose	General Science	Social Sciences & Humanities	Business & Commerce	Computer Science
Education	88/191 (46.07)	129/288 (44.79)	45/107 (42.06)	32/90 (35.56)
Information	75/191 (39.27)	107/288 (37.15)	49/107 (45.79)	41/90 (45.56)
Recreation	20/191 (10.47)	35/288 (12.15)	9/107 (8.41)	13/90 (14.44)
Other	8/191 (4.19)	17/288 (5.90)	4/107 (3.74)	4/90 (4.44)

Note: The figures in parenthesis indicate percentage

#### 5. Subjects of Interest

**Table 5: Subject of Interest**

Subject of Interest	General Science	Social Sciences & Humanities	Business & Commerce	Computer Science
Literature	31/191 (16.23)	65/288 (22.57)	13/107 (12.15)	15/90 (16.67)
Politics	12/191 (6.28)	51/288 (17.71)	12/107 (11.21)	12/90 (13.33)
Religion	56/191 (29.32)	101/288 (35.07)	20/107 (18.69)	18/90 (20.00)
Science & Technology	66/191 (34.55)	16/288 (5.56)	18/107 (16.82)	28/90 (31.11)
Games & Sports	12/191 (6.28)	20/288 (6.94)	12/107 (11.21)	8/90 (8.89)
Business	8/191 (4.19)	12/288 (4.17)	29/107 (27.10)	6/90 (6.67)
Others	6/191 (3.14)	23/288 (7.99)	3/107 (2.80)	3/90 (3.33)

Note: Figures in parenthesis indicate percentage

Majority of the students in all faculties mostly like to read about their own discipline (Table 5). While comparing the data, the results reveal that students of Social Sciences & Humanities read literature (22.57%), politics (17.71%) and religion (35.07%) more than others; General Science students lead in science &

technology (34.55%) followed by Computer Science students (31.11%) and the students of Business & Commerce lead in Business (27.10%) and games & sports (11.21%).

### Reading Sources

The data (figure 2) shows that the Computer Science students lead in using e-resources as 48.89% of them use both print and e-sources and 17.78% use mostly e-sources for reading whereas Social Sciences & Humanities students make use of print sources more than others (70.49%) followed by General Science students (60.21%).

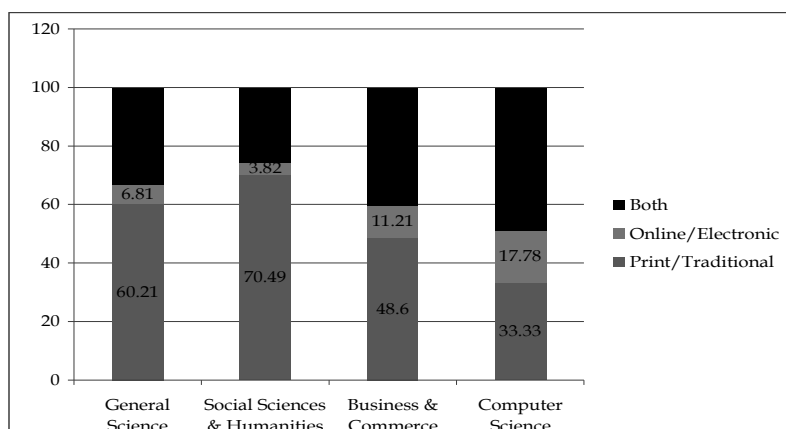


Fig. 2: Reading sources

### FINDINGS & SUGGESTIONS

1. Majority of the students in all faculties have positive attitudes towards reading in which the students of General Science enjoy reading most of all. They also spend more time on reading than students of other faculties. The positive attitude of students towards reading is a good sign for the creation of reading society. The students should always spend its share on academic and non-academic reading without any fall.
2. The students do not read in their mother languages but in English language. The possible reasons are lack of qualitative reading material in these languages and lack of reading and writing skills in these languages. The possible solution is to translate qualitative reading materials from other languages to local languages. In this regard, the *Sahita Academy of India* can play a significant role. Moreover, the students should be trained to read and write in the local languages from the primary school level.
3. The students of General Science and Social Sciences & Humanities mostly read for education whereas majority of Business & Commerce and Computer Science students read for information. The students do not have positive attitudes towards recreational reading as majority of students read for education. This

could possibly be due to pressure from their parents and teachers to improve their academic performance. The steps should be taken to encourage them for recreational reading as well.

4. The students of all faculties like to read more about their own discipline. They should cross the boundaries and read on different branches of knowledge.
5. Majority of students read print sources compared to electronic sources irrespective of faculty differences. In order to promote the use of electronic sources among the students, the Internet facilities, workshops, short term training courses and awareness programmes in colleges can play a better role.

## CONCLUSION

The conclusion can be drawn from the study that the subject background plays a significant role in reading habits of students like gender, age, income, social status, qualification, academic performance, employment status and professional growth etc.

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## Use of E-Journals/Periodicals & Collection Development: A case study of Central Library, University of Delhi

Har Singh

### Abstract

Tremendous growth in literature and increasing importance in research, therefore e-journals/periodicals are playing very crucial role in ICT era. E-journals/periodicals are widely being used by research scholar, teachers and scientist. This paper contains importance, objectives and subscription process of electronic journals and their collection development at the university level with reference to Central Library, Delhi University. Expenditure and importance of e-journals are increasing year-by-year. Responses have been collected from the responders and presented with the help of various graphs in terms of e-journals being subscribed by Central Library of Delhi University.

**Keywords:** E-journals, Collection Development, Central Library etc.

### Introduction

Electronic journal, e-journals in short, is a serial, produced, published and distributed in electronic media. Basically e-journal is one which is available in electronic form and can be accessed using computer and communication technology. Often e-journals are called virtual journals, paperless journals, online journals, scholarly electronic journals, networked journals and CD-ROM journals, etc. Electronic journal saves consideration time and effort on the part of authors, users and publishers. E-journals / periodicals solve the problem of space in libraries and its service accessibility is '24 x 7' basis. Therefore, e-journals / periodicals play a vital role in present society.

### E-JOURNALS

E-journals stand for Electronic Journals, conventionally libraries were well equipped with only printed journals / periodicals, but the rapid information communication technology and digital revolution made it possible for their representation in electronic format, which in turn has added to the challenges on the part of library professional to cope with such technological advancement. Electronic journals occupy a prominent place in digital libraries and are being added to the Library collections at exponential rates.

### CENTRAL LIBRARY, UNIVERSITY OF DELHI

Central Library also called Delhi University Library System (DULS). The Delhi University Library began in 1922 with a collection of mere 1380 gifted books. During the first decade of its existence it functioned from shifting locales. The DULS is largely

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funded by the University Grants Commission. It is beautifully situated at North Campus of Delhi University.

### OBJECTIVE OF THE STUDY

The following are the main objectives of the study:

- To study the awareness of faculty members, staff and students of Central Library, University of Delhi about e-journals / periodicals and its on-line access;
- To provide basic guidelines and use information (Website, User IDs, Passwords) of e-journals periodicals to the Central Library faculty members, staff and students;
- To recommend relevant e-journals / periodicals (i.e. name of journal / periodical, website address, available archives, etc.) and techniques for effective and efficient usage of e – journals / periodicals;
- To develop an atmosphere and interest for maximum use of e-journals / periodicals by Central Library faculty members, staff and students and study access of e-journals / periodicals at a single platform;
- To obtain direct feedback on the usability of e-journals / periodicals;
- To develop and improve services offered by Central Library on the basis of feedback received from the faculty members, staff and students of Central Library, University of Delhi.

### SUBSCRIPTION OF JOURNALS / PERIODICALS IN CENTRAL LIBRARY, UNIVERSITY OF DELHI

The subscription process of the Central Library includes:

- Direct Subscription or Subscription through publishers;
- Subscription through vendors;
- Consortium Subscription.

Central Library acquires journals / periodicals, majority in the fields of Science, Social Science. They have to take the approval of renewal of subscription of journals / periodicals from HOD (Head of the Department) and VC (Vice Chancellor). Subscription sent in month of September-October of each year. They also conduct orientation programme to introduce e-journals / periodicals among the different DU colleges at beginning of the session.

**Library Expenditure and Budget:** CRL is presently subscribing print, print-journals, e-journals. The following are the details of the expenditure on journals / periodicals and online e-journals since 2006 to 2009

The table shows that in 2008-09 the expenditure on print journals was 45.21% of the total expenditure, while it was 60.82% in 2006-07 and 60.28% in 2007-08. The expenditure was decreased due to subscription of e-journals / periodicals.

**Table 1-a : Expenditure on subscriptions of print journals and online /e-journals**

Year	Expenditure on Print Journals (Rs.)	Expenditure on Online / e-journals(Rs.)	Total Expenditure (Rs.)
2006-07	29,58,893	1,30,24,861	1,59,83,754
2007-08	32,98,958	1,67,31,384	2,00,30,342

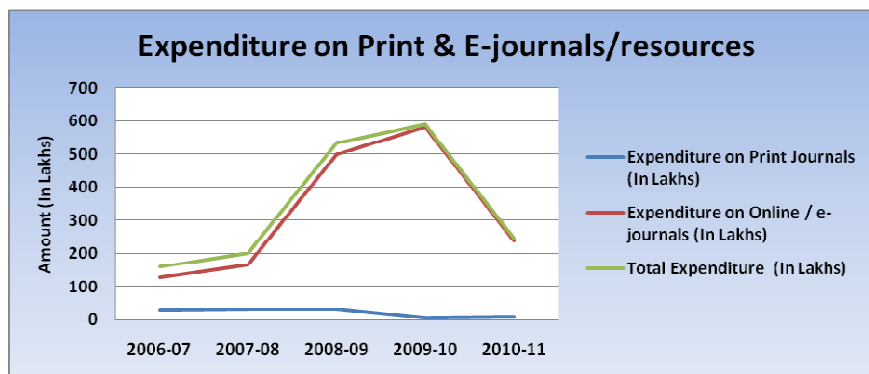
2008-09	33,00,000	5,00,00,000	5,33,00,000
2009-10	6,56,082	5,83,12,858	5,89,68,940
2010-11	9,59,141	2,37,04,926	2,46,64,067
2011-12	54,390	NIL	54,390 till today

(Source: Periodicals and budget related files)

**Table 1-b : Expenditure (Round Figures) on subscriptions of print journals and online /e-journals**

Year	Expenditure on Print Journals (In Lakhs)	Expenditure on Online / e-journals (In Lakhs)	Total Expenditure (In Lakhs)	Expenditure on E-journals/ periodicals (%)
2006-07	29.58	130.00	159.58	81.46
2007-08	32.98	167.00	199.98	83.51
2008-09	33.00	500.00	533.00	93.81
2009-10	6.56	583.00	589.68	98.86
2010-11	9.59	237.04	246.64	96.11
2011-12	00.54	Subscription yet not send	00.54	

(Source: Periodicals and budget related files)



Data shows that by the year 2006-07 the Central Library started spending about 81.46% of their e-journals / periodicals, while it was just 18.54% in print journals. In the year 2007-08 spending was 83.51% of e-journals / periodicals, while it was just 16.49% were spent on print journals. In the year 2008-09 spending was increased and reached in 93.81%, while it was just 6.19% was spent on print journals. In 2010-11 the expenditure of e-journals/periodicals & print journals were decreased and compare to previous year. The above data shows that tremendous increased on subscription of e-journals/ periodicals or online journals. This data also indicate that all the costly foreign journals are now available in electronic format and their online access is available on internet to the users of Central Library.

## COLLECTION DEVELOPMENT

Collection development, one of the basic functions of libraries, is closely related with information retrieval activities. Good collection forms the backbone of any library to provide good information services. The nature of the collection depends



on the type library as each one has a distinct approach towards collection development program.

Collection development means selection and acquisition (procurement) of library materials taking into account users' current needs and future requirements within the framework of a prescribed collection development policy.

## ANALYSIS, DISCUSSION & SUGGESTIONS

### Population and the Return Questionnaires

Population of this study consist only Central Library, students and faculty members. It also includes students and faculty members of other Delhi University colleges, which uses Central Library. 70 questionnaires were distributed to Students and faculty members. Such as revealed from the below:

**Table 2: Distribution of Questionnaires and Response**

Users	Distributed Questionnaires	Number of Returns	Percentage
Students/Research Scholars	50	38	76
Faculty Members	20	12	60
Total	70	50	71

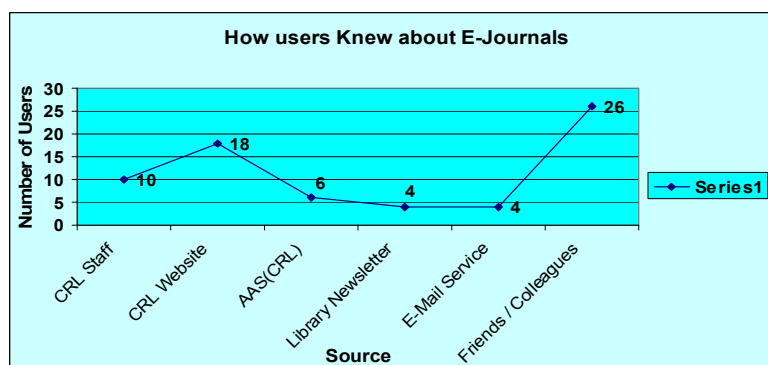
Out of total 70 questionnaires 50 have been responded 71% responses in aggregate. Out of 50 returned questionnaires 12 were faculty members, includes Lecturers, Readers and Professors and 38 were students includes scholars, researchers, etc.

**Table 3 : Awareness about e-journals / periodicals offered by Central Library**

Users Awareness	Number of Users	Percentage
YES	40	80
NO	10	20
TOTAL	50	100

**Table 4 : Number of Users and Percentages "How did they find out about the E-Journals"**

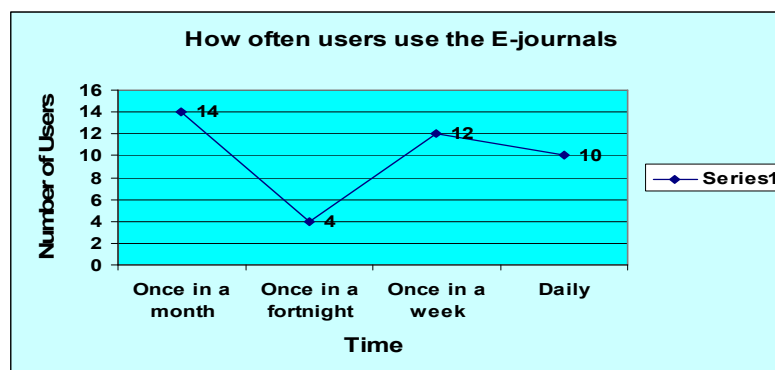
Source	Number of Users( 50 )	Percentages
Central Library Staff	10	20
Central Library Web-site	18	36
Article Alert Service (Central Library)	6	12
Library Newsletter	4	8
E-Mail Service	4	8
Friends / Colleagues	26	52



CRL Users find out the library e-journals / periodicals through different channels. This indicates that about 20% of the respondents felt that they started using the e-journals / periodicals after motivation by Central Library staff. 36% respondent's access of e-journals / periodicals found information through CRL website, 12% of users felt that they started using the e-journals / periodicals through E-mail and Article Alert Service, About 8% respondents felt that they started using the e-journals / periodicals through library newsletter. Majority of respondents felt that they started using e-journals / periodicals through information provided by friends / colleagues

**Table 5: Number of Users and Percentages "How often they use E-Journals"**

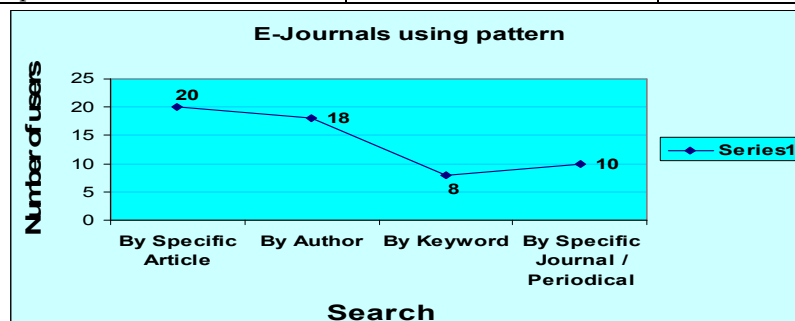
Source	Number of Users( 50 )	Percentage
Once in a month	14	28
Once in a fortnight	4	8
Once in a week	12	24
Daily	10	20
<b>Total</b>	<b>40</b>	<b>80</b>



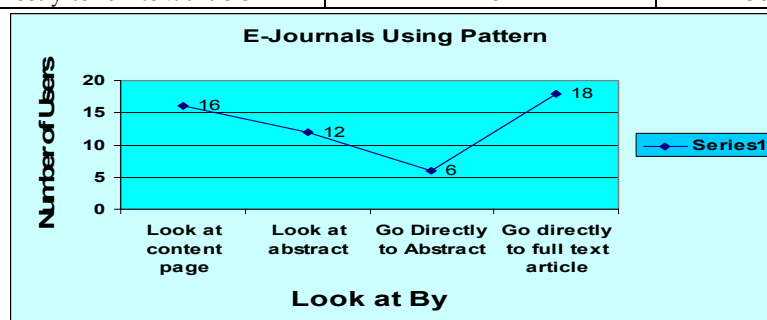
Most of Users i.e. about 28% state that they are uses e-journals / periodicals at least once in a month. About 24% of users state that they use e-journals once in a week. Around 8% of users state that they use e-journals once in a fortnight. About 20% state that they use e-journals almost daily. It appears that the access of electronic journals is becoming a part of everyday life of most of the users.

**Table 6: E-Journals usage pattern: How they are searched?**

Search	Number of Users( 50 )	Percentages
By Specific Article	20	40
By Author	18	36
By Keyword	8	16
By Specific Journal / Periodical	10	20

**Table 7: E-Journals usage pattern: How they are used?**

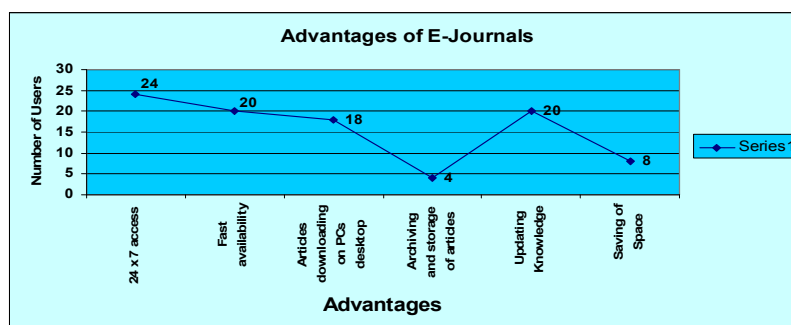
Search	Number of Users ( 50 )	Percentages
Look at content page	16	32
Look at abstract	12	24
Go Directly to Abstract	6	12
Go directly to full text article	18	36

**Table 8: E-journals reading pattern: "How they read the E -Journals / Periodicals?"**

Read of e-journals	Number of Users( 50 )	Percentages
Read them on the monitor	28	56
Print full text after reading the abstract	6	12
Print full text immediately	8	16
Look for their hard copy version in the library	10	20

**Table-9: Satisfaction of Users: Downloading Speed**

Satisfaction Level	Number of Users( 50 )	Percentages
YES	20	40
NO	30	60
Total	50	100



The above analysis shows that the maximum number of users i.e. 40% goes directly through by specific article. About 36% of user browsed by author, 16% of user browsed by keyword and 20% of users use the specific journals / periodicals. Above analysis shows that majority of users are well know in their respective field because majority of users goes by specific articles.

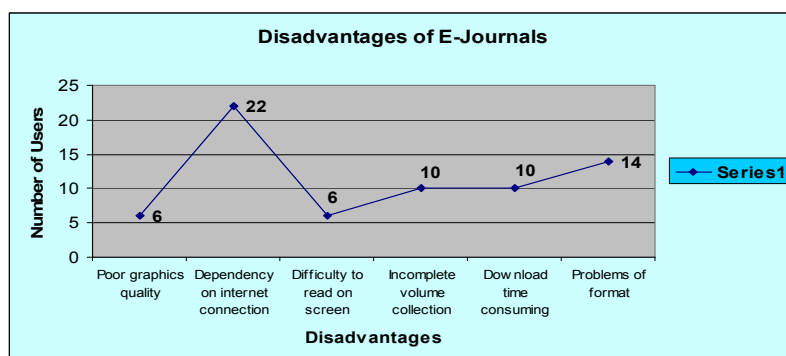
The above analysis shows that majority of users i.e. 36% users go directly to full text article, about 16% of users search by content page and then look at the abstract. Less number of users i.e. 12% users use directly abstract of their interest to go directly to abstract. Out of 50 respondents the maximum number of users i.e. 56% read articles on them monitor. About 20% of users look for their hard copy version in the library and other sources, about 16% of users print full text immediately and about 12 of user's choice were print full text after reading the abstract.

The above analysis shows that the maximum number of users i.e. 60% are not satisfied with site response time and article downloading speed and rest of 40% are satisfied with site response time and article downloading speed.

**Table 10: E-Journals / Periodicals usage: Advantages**

Advantages of using e-journals / periodicals	Number of Users ( 50 )	Percentages
24 x 7 access	24	48
Fast availability	20	40
Articles downloading on PCs desktop	18	36
Permanent archiving and storage of articles	4	8
Updating Knowledge	20	40
Saving of Space	8	16

With reference to the question citing different advantages of e-journals / periodicals the responses shows that 48% users say that the e-journals / periodicals are accessible 24 x 7 and are also useful in updating knowledge 40%, and fast availability 40%. About 36% users shows articles downloading on PCs desktop, 16% users felt saving of space and 8% interest shows that permanent archiving and storage of articles.

Table 11: E-Journals / Periodicals usage: Disadvantages

Disadvantages of using e-journals / periodicals	Number of Users( 50 )	Percentages
Poor graphics quality	6	12
Dependency on internet connection	22	44
Difficulty to read on screen	6	12
Incomplete volume collection	10	20
Download time consuming	10	20
Problems of format	14	28

With reference to the question citing different disadvantages of e-journals / periodicals the responses shows that the maximum number of users i.e. 44% says that dependency on internet connection. About 28% users facing format problems, 20% are felt very much time consuming to download articles and 20% users says incomplete volume collection. Only 12% of users said difficult to read on screen.

Table 12: Electronic versus Hardcopy: Preference

Format	Number of Users( 50 )	Percentages
The Hard Copy Format (Print)	40	80
The Electronic Copy Format	10	20
<b>Total</b>	50	100

With reference to the question relating to print vs. e-journals / periodicals, the response shows that the maximum number of users i.e. 80% prefer hard copy format i.e. print format. Only 20% users have shown their interest in electronic copy format. It means majority of user prefer and love to read in print format. It means print media future are still their.

Table 13: Satisfaction level with the services offered by CRL in regard to e-journals / periodicals

Satisfaction level	Number of Users ( 50 )	Percentages
YES	30	60
NO	20	40
<b>Total</b>	50	100

Above analysis shown that 60% users are satisfied with services offered by Central Library and 40% are not satisfied with the services offered by Central Library. Majority of users are dissatisfied the services offered by central library. Some of the problems, which users have been identified are, Erratic supply of volumes, no proper service supply, poor access, not full equipped. Some users suggested that it should be just to access and give details of rational skills and it need some more quality satisfaction. In this regards central library should take initiative steps towards satisfaction of users.

E-journals are infinitely available and the users have freedom to access these at their convenience of chosen location and time. For libraries print sources management has been a major problematic task, with e-journals they will no longer involve follow up of missing issues, binding, shelving, re-shelving, lending etc. Thus the access to such knowledge is basic input require for global presence, recognition and competition.

## CONCLUSION

The present study shows that CRL had spent 1.30 crore in 2006-07, 1.67 crore in 2007-08 and 5.00 crore in 2008-09, which shows tremendous increased in e-journals. But the Users of e-journals are very less in numbers also they prefer print copy of the journals. Majority of users (80%) are aware of the e-journals / periodicals being provided by Central Library, University of Delhi.

CRL is spending a huge amount (5 crore in 2008-09) to subscription of electronic databases (including e-journals), the researcher feels that the uses of these electronic databases (including e-journals) not according to this expenditure.

In this regard the researcher opinions or suggestions are:

- First, provide the training to the staff who doesn't know how to operate these electronic database including e-journals.
- CRL already provides around 120 computers to the all type of users, as my opinion, preference should be given specific type of users (like Research Scholars, Researchers, faculty members etc.).
- Like a reference librarian, there should be some library training programme for otehr professional stall, who can take care of users queries, problems etc., regarding to the use of electronic databases.
- Recently CRL introduced Digital Library Reference Service like Ask to Librarian, E-Mail Service. In this regard, they should provide some facilities where users can get help relating to operation of electronic databases and journals.

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# Impact of Digital Information Resources on the Reading Habits of Library Users

Amit Kumar Deval \*

## Abstract

This study highlights some of the fact associated with the use and assessment of digital information resources and focuses the usefulness of digital information resource collection for the university library. Therefore, it is very important from the point of view of guiding the administrator of the library, in developing and maintaining the collection of digital information resources.

**Keyword:** E-resources, Digital information resources, Electronic database, Academic resources, Information resources.

## Introduction

Libraries have experienced a shift in focus over the past decades towards digital formats for information resources. Programmes and improved funding for technology based projects in libraries, such as seen in UK's e-lib programme, have had a marked effect. In a growing number of libraries there is now an attitude that user demands will be met through digital media and electronic dissemination, as much as through paper-based media. Universities are investing in improved teaching and learning resources via digital media, other institutions, including research and development (R&D) are developing large technical infrastructures. The implementation of technical infrastructure and the improvement of access to the digital world is seen as hugely important for our country India, where development has been limited by the relatively lower economic status of the library. These shifts at the library or institutional level are a reflection of the macro-economics of the national economy, which contains a much larger informational and digital information resources than ever before. Since, investment in and around digital information resources are taking up speed, so, it is essentially become important to have an idea about the use and assessment of digital information resources by a users in a library. In this line, this paper proves to be a stepping stone for accessing the usability of digital information resources.

## Literature review

**Dow, Ronald F.** The author is of the view that referred journals perform a crucial role in the formal dissemination of new knowledge. Significant to the communication process are editors and editorial board gatekeepers. These gatekeepers were surveyed to learn their views on supporting paper formatted journals with journals in electronic formats. The survey showed that editorial gatekeepers, although generally supportive of the creation of electronic journals, are still very enamored of the paper format as both a means of publishing and a medium of archiving academic writing. It is suggested that editorial gate keepers may view electronic journals as an extension of

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the informal communication system of the disciplines rather than as a medium for supplanting the traditional paper format of academic journals. **Kaur, Baljinder and Verma, Rama**, This study describes the use of the electronic resources by the users of TIET library, Patiala. In this case study, a survey was conducted, using questionnaire, to collect the data. Questionnaire was administered to all the library users including students, research scholars and faculty members. The paper also examines the interests of the users about internet, INFONET, CD-ROM databases and other services provided by the library. Finally, it highlights the suggestions given by the users for improvements of electronic resources. **Kelley, Kimberly B. and Orr, Gloria J. Information**, This study states that information and library services (ILS) at UMUC conducted a needs assessment survey to examine trends in student use of library resources, services and instruction in order to understand how student usage patterns, needs and preferences have changed as well as stayed the same. One important elements of the survey was to obtain in-depth information on student usage patterns for electronic resources and services because (1) the library has increased delivery of these types of resources and services in the five years leading up to the current (2001) study and (2) several studies suggest that students are relying more heavily on online resources, both proprietary databases and the free web. Therefore, ILS was interested in determining whether the shift to more online delivery of classes, and the simultaneous shift observed in user behavior in libraries in general (i.e. relying more heavily on online resources), would also affect students usage patterns and dependence on the physical library and online resources at UMUC. The finding of the survey followed national trends and demonstrated that non traditional, pre-dominantly part time students' usage patterns have changed and now favor the use of electronic resources (the internet, in particular) and also mirror trends observed in traditional students behavior towards libraries and library resources in many important respects. **Kumbar, B. D. And Hadagali, Gururaj S.** This study deals with the usage of UGC-NFONET e-journals consortium by the faculty members and research scholars of Karnataka University, Dharwad.

### Objective of the study

There are many objectives that can be set for this study, but some of the prominent objectives are depicted below as:

1. To determine the extent of the use of digital information resources.
2. To know the purpose of using digital information resources.
3. To know the influence of digital information resources on academic work of the university
4. To ascertain whether the provision of digital information resources has a positive effect on the quality of library services
5. To identity whether user find problem in searching and accessing digital information resources.

### Scope of the Study

The study is limited to the faculty members and research scholars of Jamia Millia Islamia (JMI) University, New Delhi. The study is based on the e-resources offered by

the Jamia Millia Islamia (JMI) University library during the period from March to May, 2011.

### Research Methodology

This is basically a descriptive study based on survey method. For eliciting the attitude of users in using digital information resources for their academic work, questionnaire was designed keeping in view the objectives of the study and as such 70 questionnaires were circulated among the users, out of these 70 questionnaires, 60 (85.71%) were received back from the respondent. The questionnaire consists of 14 different types of questions such as dichotomous questions, multiple choice questions and liker type questions based on 3-point rating scale. The sample and sample size consists of 60 users (students and faculty members) of various departments of Jamia Millia Islamia (JMI) University and the technique that is used in identifying the sample is stratified accidental random sampling method. For analyzing the result descriptive statistics and content analysis technique are used and the results are presented in the form of tables and graphs.

### Result and discussion:

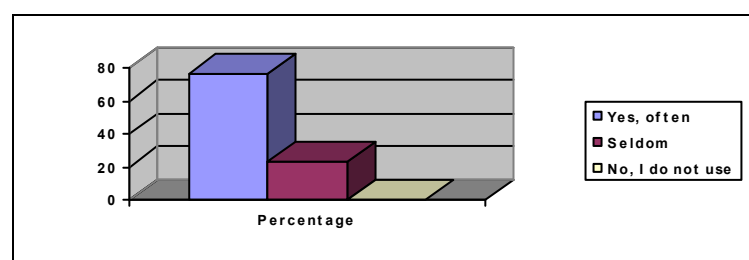
On the basis of the responses received from the users, the data was analyzed and interpreted, under the following heads:

#### 1) Use of digital information resources

The first and the foremost question that was asked from the users were, whether they use the digital information resources in their day-to-day academic work? Table-1 shows their response that out of 60 respondent, 46 (76.66%) users, uses the digital information resources, very often. 14 (23.33%) users, uses the digital information resources, seldomly. This implies that out of the surveyed 60 users, all of them use the digital information resources, often or seldomly, as and when the need arises and none of them admitted that they do not use the digital information resources.

**Table-1: Use of digital information resources (N=60)**

S. No.	Particulars	Responses	Percentage
1	Yes, often	46	76.66
2	Seldom	14	23.33
3	No, I do not use	0	0

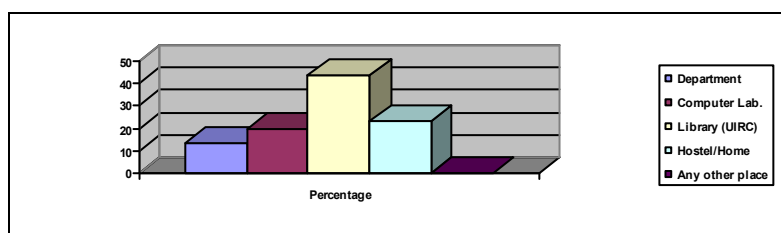


## 2- Place for accessing digital information resources

Table -2 depicts that 43.33% (26) user's access digital information resource from the library followed by 23.33% (14) from the hostel/home, when they are at ease. The computer lab is the third most preferable place (20%) for accessing the digital information resources and department (13.33%) is the last choice for accessing the digital information resources. This indicates that library as a place for accessing the digital resources is fully justified and it is a good sign for its existence in the digital world.

**Table-2: Places for accessing digital information resources (N=60)**

S. No.	Places for accessing digital information resources	Response	Percentage
1	Department	8	13.33
2	Computer Lab.	12	20
3	Library (UIRC)	26	43.33
4	Hostel/Home	14	23.33
5	Any other place	0	0

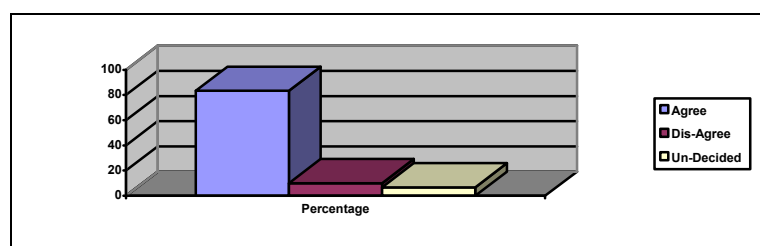


## 3 Internet as a tool for retrieving information

It was asked through the questionnaire that whether the user uses internet as their first choice in retrieving the information? Result shows that 50 (83.33%) users accept that they use internet as the first choice in retrieving information. Only 6 (10%) search the information elsewhere and if not found then only they come to the internet for retrieving the information. Only 4 (6.66%) users are undecided about this fact.

**Table-3: Internet as a tool for retrieving information (N=60)**

S. No	Statement	Agree	Disagree	Undecided
1	Internet is used as the first resource for retrieving information.	50 (83.33%)	6 (10%)	4 (6.66%)

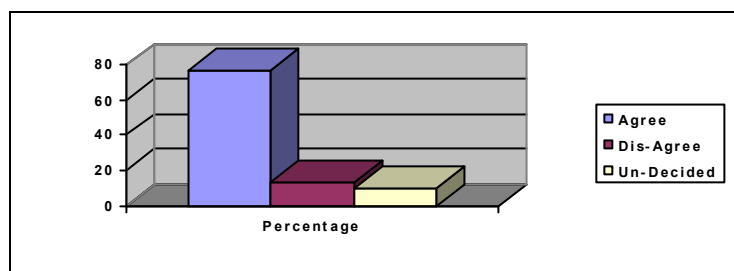


#### 4- Relationship between digital information resources and library services

Considering the time taken, convenience of search and accuracy, of digital information resources, it was asked whether the provision of digital information resources has a positive effect on the quality of library services? 46 (76.66%) users agree with this, whereas, 8 (13.33%) users disagree with this statement. However, 6 (10%) users are undecided.

**Table-4: Relationship between digital information resources and library services.**

S.No	Statement	Agree	Disagree	Undecided
1	Provision of digital information resources has a positive effect on the quality of library services.	46 (76.66%)	8 (13.33%)	6 (10%)

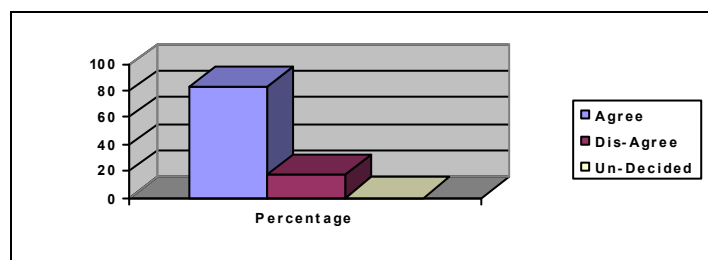


#### 5- Use of e-journals

It was decided to ascertain whether e-journals are the most relevant digital resources for the users in retrieving information for academic purpose? Results shows that 50 (83.33%) considered e-journals as the most relevant digital information resources, whereas, 10 (16.66%) users do not consider it as the most relevant digital information resources.

**Table-5: Use of e-journals. (N=60)**

S. No	Statement	Agree	Disagree	Undecided
1	E-journals are the most relevant digital information resources for fulfilling your academic need.	50 (83.33%)	10 (16.66%)	0 (0%)

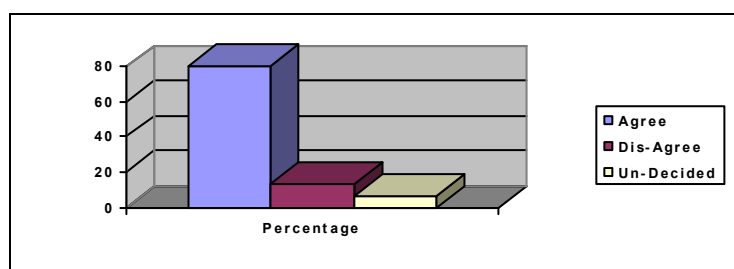


#### 6- Usefulness of digital information resources

It is hot topic for discussion now days, whether digital information resources are equally useful for academic purpose as their counterpart print resources? 48 (80%) users ascertained that, it is equally useful as print resources, whereas, 8 (13.33%) users says that they are not agreed with the fact. Still, 4 (6.66%) users are undecided.

**Table-6: Usefulness of digital information resources. (N=60)**

S. No	Statement	Agree	Disagree	Undecided
1	Digital information resources are equally useful as print resources.	48 (80%)	8 (13.33%)	4 (6.66%)

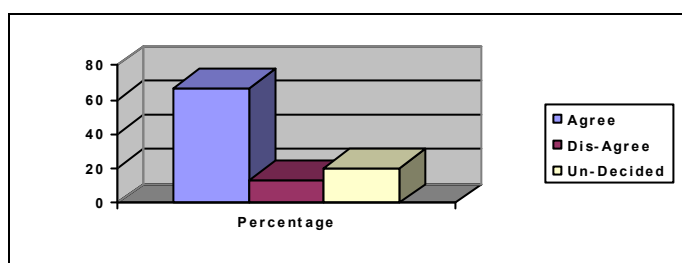


### 7- Time consuming

To ascertain the view of users, whether retrieving information through digital information resources takes more time as compared to retrieving information from print resources? 40 (66.66%) users support the statement, 8 (13.33%) users disagreed with the statement and only 12 (20%) users are undecided.

**Table-7: Time consuming. (N=60)**

S. No	Statement	Agree	Disagree	Undecided
1	Information retrieval from digital information resources takes more time as compared to print resources.	40 (66.66%)	8 (13.33%)	12 (20%)



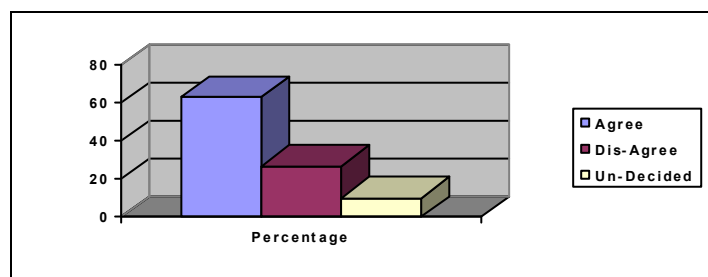
### 8- Problem with digital information resource use

38 (63.33%) users feel problems in accessing and searching the digital information resource, 16 (26.66%) users do not feel any problem in accessing and using the digital information resources. Only 6 (10%) users says that they are undecided

means to say that sometime they feel problem otherwise they are efficient in using digital information resource.

**Table-8: Problem with digital information resource use (N=60)**

S. No.	Statement	Agree	Disagree	Undecided
1	Feel problem in using digital information resources.	38 (63.33%)	16 (26.66%)	6 (10%)

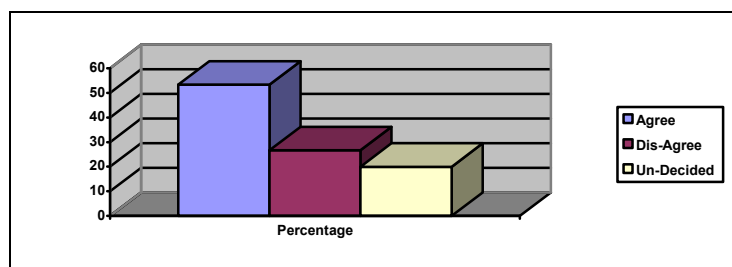


### 9- Future of digital information resource

In order to know the future of print resources in relation to the emergence of digital information resources, 32 (53.33%) users says that the emergence of digital information resources will lead to the death and obsolescence of print documents. 16 (26.66%) users says it is not true and 12 (20%) users are undecided.

**Table-9: Future of digital information resource (N=60)**

S. No.	Statement	Agree	Disagree	Undecided
1	Emergence of digital information resource will lead to the death and obsolescence of print document.	32 (53.33%)	16 (26.66%)	12 (20%)



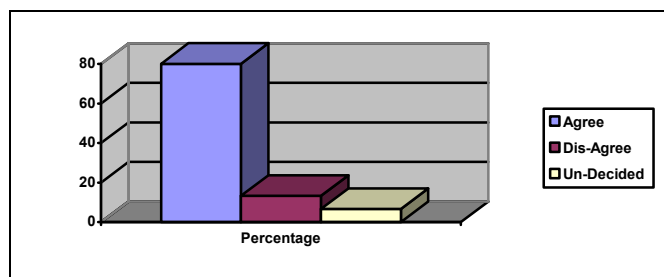
### 10- Role of digital information resources with respect to print resources

The collection of present day libraries shows that both the format of information resources has shown their presence. Now the question arises, whether the digital documents supplements the print document collection in fulfilling the information need of the user's community? Survey declares that 48 (80%) users say that digital documents supplement the print collection in the libraries. 8

(13.33%) users are not in favour of the statement; however 4 (6.66%) users are still undecided in saying anything.

**Table-10: Role of digital information resources with respect to print resources**

S.No	Statement	Agree	Disagree	Undecided
1	Digital document will supplement the print resources.	48 (80%)	8 (13.33%)	4 (6.66%)

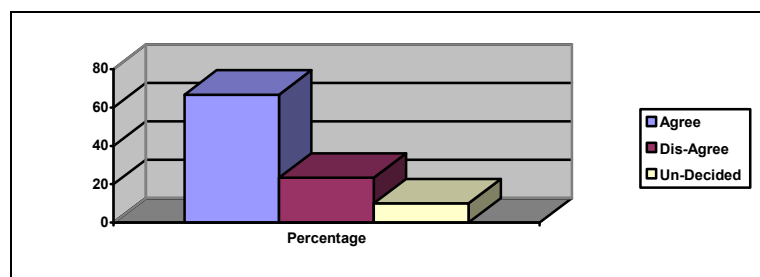


### 11- Satisfaction with digital information resource collection

This study highlights the quality and quantity of digital collection of Jamia Millia Islamia university library (Dr. Zakir Hussain Library). This survey stated the fact that 40 (66.66%) users are satisfied with the collection of digital information resources of Jamia Millia Islamia university library (Dr. Zakir Hussain Library), 14 (23.33%) users are not satisfied with the collection and only 6 (10%) users are not able to come to a conclusion.

**Table-11: Satisfaction with digital information resource collection (N=60)**

S. No	Statement	Agree	Disagree	Undecided
1	Satisfied with the collection of digital information resources of university library.	40 (66.66%)	14 (23.33%)	6 (10%)



### Findings and suggestion

On the basis of analysis of data collected through the questionnaire from the users (students and faculty members) of Dr. Zakir Hussain library of Jamia Millia Islamia University, following findings and suggestions are summarized below as:

- 1- 100% of the users of Jamia Millia Islamia university library uses the digital information resources for their day-to-day needs, so the provision of digital information resources are a must and it should be developed more in quality and quantity for the users.
- 2- Most of the users access digital information resources in the premises of the campus, however 23.33% users access these resources at hostel/home also, so if policies allows then access should also be given from home also.
- 3- The first resource for retrieving digital information is internet for most (83.33%) of the users, so the facility for accessing internet must be enhanced in a library.
- 4- 76.66% of the users is of the opinion that provision of digital information resource has a positive effects on quality of library services, so in a present scenario, it is must to have a collection of digital information resources.
- 5- Again 83.33% users say that e-journals are for them the most relevant digital information resources, so the collection should be developed on this line.
- 6- 80% users is of the opinion that digital information resources are equally useful and as important as print resources, so a hybrid library with more emphasis on digital collection is a need of an hour.
- 7- The hybrid library with an emphasis on digital collection is a need of an hour, is still supported by the fact that 80% users say that digital documents will supplement the print resources.
- 8- 66.66% of users are satisfied with the collection of digital information resources, this shows that the university library of Jamia Millia Islamia is moving in a right direction, further it is insisted that digital collection should be developed on this line only.
- 9- Not more but still half of the majority of the users feels problem in using and accessing digital information resources, so facilities for proper training and awareness towards digital information resources must be worked upon.

## Conclusion

The conclusion part for any study is a must as it summarizes the result very briefly and comprehensively. It is easily concluded from the study that in many ways the collection of digital information resources becomes the need of a university library and should be developed on the same line as their counterpart print resources. In a nutshell, we can conclude that still the hybrid library is a formula for fulfilling the needs of an user side by side digital information resources are carving their way out from the mesh of information resources.

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## Users view towards the efficiency of the E-resources offered by the INDEST-AICTE consortium: a study of IIT- Roorkee

Dr. R.G. Garg\* Amit Tamrakar\* & Rajnish Tamrakar\*\*\*

### Abstract

Academic libraries in India are facing the problem of shrinking/ static budgets and price escalation of electronic resources in the networked society has resulted in the development of "shared subscription" or "consortia based subscription" to journals everywhere in the world. Shared subscription to electronic resources through consortia of libraries is a feasible strategy to meet the pressures such as diminishing budget, increased users' demand and rising cost of journals. In this paper an attempt has been made to study the users' view towards the efficiency of E-resources offered by the INDEST- AICTE consortium of Indian Institute of Technology, Roorkee.

**Keywords:** INDEST Consortium, library consortia, IIT- Roorkee, e-resources,

### Introduction

Change is the law of nature and as it is very apparent in the present library culture, libraries are not untouched by the change which is affecting almost every activity in the library. The advancements in digital technologies and the recent proliferation of E-Publishing across the world have brought in a revolution in journal publication, subscription, access and delivery mechanism. E-journals are the electronic equivalents of their print counter parts possessing numerous additional features. E-Journals often referred to interchangeably as "Electronic Serials", "Online Journals" and "Electronic Periodicals". An electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it text referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via internet and so on. Over the past few years, a numbers of techniques and related standards have been developed which allow documents to be created and distributed in electric form. Hence to cope with the present situation, libraries are shifting towards new media, namely electronic resources for their collection developments that the demands of users are better fulfilled. The e-resources on magnetic and optical media have a vast impact on the collections of university libraries. These are more useful due to inherent capabilities for manipulation and searching, providing information access is cheaper to acquiring information resources, savings in storage and maintenance etc. and sometimes the electronic form is the only alternative.

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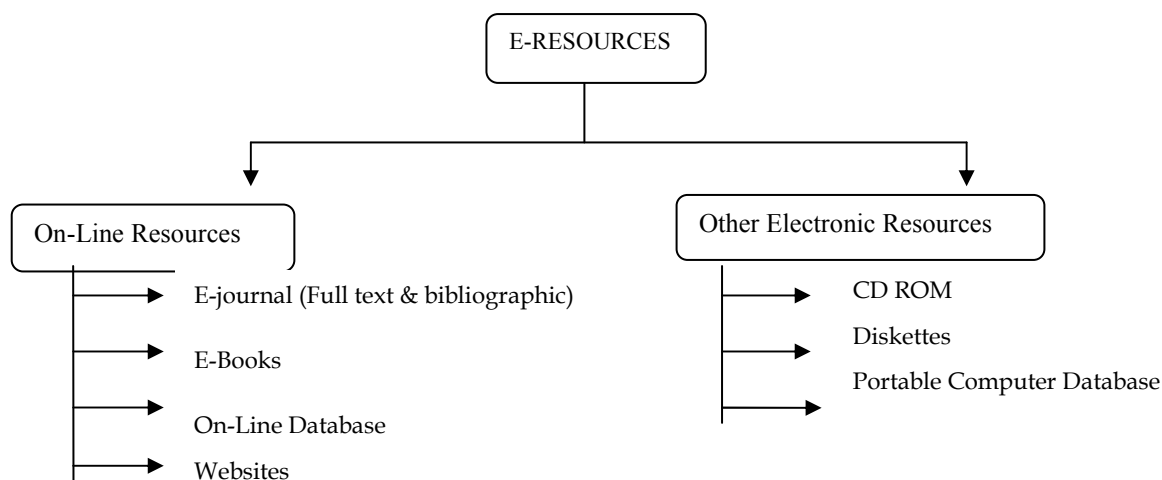
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### Types of E-resources:

The e-resources are basically divided in two parts:



### 2. The INDEST-AICTE Consortium:

The proposal for consortia-based subscription to electronic resources was first discussed at length at the National Seminar on Knowledge Networking in Engineering and Technology Education and Research held at IIT Delhi during 1-2 December 2000 consequently INDEST Consortium was set-up in 2003 by the MHRD. Thirty-eight centrally-funded government institutions including IITs, IISc, NITs, IIMs, IIITs, and few other institutions are core members of the Consortium. The Ministry provides funds required for accessing e-resources to the core members through the Consortium Headquarters (HQ) situated at IIT Delhi. All new IITs, IISc, IIMs, and IIITs (centrally-funded) qualify for inclusion as core members of the Consortium. The INDEST Consortium was re-named as INDESTAICTE Consortium in December 2005 as AICTE took the lead to spread the access to e-resources to all its affiliated institutions.

The INDEST-AICTE Consortium is the most ambitious initiative taken so far in the country. The benefits of consortia-based subscription to electronic resources are not confined to centrally-funded technological institutions in the country only but are also extended to all educational institutions under its open-ended proposition. The Consortium is also a member of International Coalition of Library Consortia (ICOLC). The total number of members in the Consortium has grown to 1396. The Consortium, on the basis of sheer strength of number of institutions, has attracted the best possible prices and terms of agreement from the publishers, and currently facilitates access to e-resources to more than a million students. The INDEST website hosts a search and browse interface to locate these journals and their URLs.

### 3. E-Resources Subscribed by the IIT-ROORKEE:

The IIT-Roorkee subscribed following e-resources from the INDEST-AICTE Consortium for various categories of its users. All electronic resources available from the publisher's Web site

S. No	Name of e-resources	URL
1.	ABI / Inform Complete	<a href="http://www.il.proquest.com/pqdauto">http://www.il.proquest.com/pqdauto</a>
2.	ACM Digital Library	<a href="http://portal.acm.org/portal.cfm">http://portal.acm.org/portal.cfm</a>
3.	ASCE Journals	<a href="http://scitation.aip.org/publications/myBrowsePub.jsp">http://scitation.aip.org/publications/myBrowsePub.jsp</a>
4.	ASME Journals(+AMR)	<a href="http://scitation.aip.org/publications/myBrowsePub.jsp">http://scitation.aip.org/publications/myBrowsePub.jsp</a>
5.	ASTM Standards & Digital Library	<a href="http://enterprise.astm.org">http://enterprise.astm.org</a> , <a href="http://journalsip.astm.org/">http://journalsip.astm.org/</a>
6.	Capitaline	<a href="http://www.capitaline.com/intranet/INDEST_consortium.htm">http://www.capitaline.com/intranet/INDEST_consortium.htm</a>
7.	<u>COMPENDEX on EI Village</u>	<a href="http://www.engineeringvillage2.org">http://www.engineeringvillage2.org</a>
8.	EBSCO Databases	<a href="http://search.epnet.com/">http://search.epnet.com/</a>
9.	Elsevier's Science Direct	<a href="http://www.sciencedirect.com/">http://www.sciencedirect.com/</a>
10.	Emerald Management Xtra	<a href="http://www.emeraldinsight.com/">http://www.emeraldinsight.com/</a>
11.	Euromonitor (GMID)	<a href="http://www.portal.euromonitor.com/portal/server.pt">http://www.portal.euromonitor.com/portal/server.pt</a>
12.	IEEE / IEE Electronic Library Online (IEL)	<a href="http://ieeexplore.ieee.org/">http://ieeexplore.ieee.org/</a>
13.	Indian Standards	Intranet Version
14.	Nature	<a href="http://www.nature.com/">http://www.nature.com/</a>
15.	Springer Link	<a href="http://www.springerlink.com/">http://www.springerlink.com/</a>

### 4. Bibliographic Database:

S. No	Name of Database	URL
1.	INSPEC on EI Village	<a href="http://www.engineeringvillage2.org">http://www.engineeringvillage2.org</a>
2.	J-Gate Custom Content for Consortia (JCCC)	<a href="http://jccc-indest.informindia.co.in/">http://jccc-indest.informindia.co.in/</a>
3.	MathSciNet	<a href="http://www.ams.org/mathscinet">http://www.ams.org/mathscinet</a>
4.	SciFinder Scholar	<a href="http://www.cas.org/SCIFINDER/SCHOLAR/index.html">http://www.cas.org/SCIFINDER/SCHOLAR/index.html</a>
5.	Web of Science	<a href="http://isiknowledge.com">http://isiknowledge.com</a>

### 5. Aim and Objectives of the Study:

Present study is designed with the following objectives:

- ☞ To find out the user's problem while retrieving of information from the website of INDEST Consortium.
- ☞ To collect general information about attitudes regarding the use of E-resources from the users
- ☞ To assess the efficiency of E-resources offered by INDEST-AICTE Consortium to IIT-R library users.

- ☞ To identify the specific need of users, in order to satisfy their information during the access of Information from the website of INDEST-Consortium
- ☞ To know whether the IIT-R Library promote users to use web resources which are available on the website of INDEST- Consortium
- ☞ To suggest measures for improving the web services offered by the Consortium.

## 6. Methodology:

This study is based on the survey (questionnaire) method. A structured questionnaire was designed to collect the data from the PG students, research scholars and faculty members studying/ working in the following departments of IIT- Roorkee. Keeping in mind the basic objectives of the study. The data was personally collected from the aforesaid users. Beside personal interviews were also conducted with library and information professionals to assess the problems relating to use of E-resources offered by INDEST.

1. Department of Biotechnology
2. Department of Chemical Engineering
3. Department of Chemistry
4. Department of Civil Engineering
5. Department of Electrical Engineering
6. Department of Electronics and Computer Engineering
7. Department of Humanities and Social Sciences
8. Department of Mathematics
9. Department of Mechanical and Industrial Engineering
10. Department of Physics

For the purpose of this study 977 questionnaires were distributed among the PG students, research scholars and faculty members. Out of 977 questionnaires, 428 questionnaires received back duly filled by the respondents in which 186 respondents were PG students, 160 research scholars and 82 faculty members. The data collected through the questionnaires was scrutinised, classified and tabulated for better understanding and clarity. Certain factors like whether the collected data are correct or incorrect, statistically true or not etc. judged using some statistical method.

## 7. Data Analysis:

### 7.1 Frequency of Library visits by the Users:

Table- 1 shows the response of the users about the frequency of library visit. Out of 428 respondents 178 (41.58%) visit the library weekly, 106 (24.76%) visit monthly, 92 (21.49%) visit daily, 44 (10.28%) visit rarely while 8 (1.86%) respondents marked as never visit the library

**Table 1- Frequency of library visit**

S. No	User Category	Response					Total
		Daily	Weekly	Monthly	Rarely	Never	
1.	PG Students	38 (20.43%)	88 (47.31%)	45 (24.19%)	11 (05.91%)	04 (02.15%)	186 (100%)

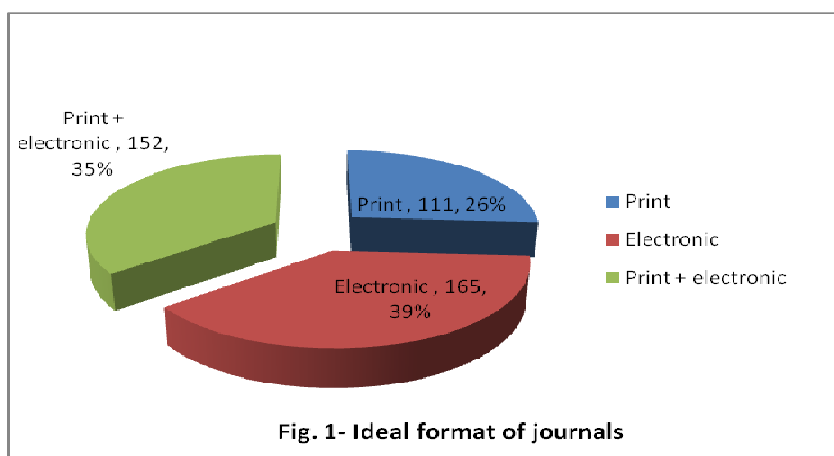
2.	<b>Research Scholar</b>	43 (26.87%)	75 (46.87%)	30 (18.75%)	10 (06.25%)	02 (01.25%)	160 (100%)
3.	<b>Faculty Member</b>	11 (13.41%)	15 (18.29%)	31 (37.80%)	23 (28.04%)	02 (02.43%)	82 (100%)
	<b>Total (%age)</b>	<b>92 (21.49%)</b>	<b>178 (41.58%)</b>	<b>106 (24.76%)</b>	<b>44 (10.28%)</b>	<b>08 (1.86%)</b>	<b>428 (1000%)</b>

### 7.2 Most Preferred format of Journals by the Users:

Table- 2 reveals the most preferred format of journals by the respondents. Out 428 respondents, 165 (38.55%) respondents preferred E-format of journals, 152 (35.51%) respondents preferred both (print as well as E-format) although 111 (25.93%) respondents preferred only print format of journals.

**Table 2- Preferred format of journals**

S. No	User Category	Response			Total
		Print Format	E- Format	Both	
1.	<b>PG Students</b>	50(26.88%)	72(38.70%)	64(34.40%)	186(100%)
2.	<b>Research Scholar</b>	49(30.62%)	51(31.87%)	60(37.05%)	160(100%)
3.	<b>Faculty Member</b>	12(14.63%)	42(51.21%)	28(34.14%)	82(100%)
	<b>Total (%age)</b>	<b>111(25.93%)</b>	<b>165(38.55%)</b>	<b>152(35.51)</b>	<b>428(1000%)</b>



### 7.3 Helpfulness of E-resources Offered by INDEST-AICTE Consortium:

Table- 3 shows the response of users about the helpfulness of E-resources offered by INDEST. Out of 428 respondents, 219 (51.16%) respondents stated that E-resources are helpful, 124 (28.97%) respondents stated that very much helpful and 45 (10.51%) respondents responded as extremely helpful, while 40 (9.34%) users marked as not helpful.

**Table 3- Helpfulness of E-resources offered by INDEST**

S. No	User Category	Response				Total
		Helpful	Very much helpful	Extreme helpful	Not Helpful	
1.	PG Students	92 (49.46%)	56 (30.10%)	10 (05.37%)	28 (15.05%)	186 (100%)
2.	Research Scholar	87 (54.37%)	45 (28.12%)	23 (14.37%)	05 (03.12%)	160 (100%)
3.	Faculty Member	40 (48.78%)	23 (28.04%)	12 (14.63%)	07 (08.53%)	82 (100%)
Total (%age)		219 (51.16%)	124 (28.97%)	45 (10.51%)	40 (09.34%)	428 (100%)

**7.4 User Training Programmes for Awareness of E-resources:**

For optimum utilisation of E-resources offered by INDEST- AICTE consortium user training programme is needed. Table- 4 reveals that the overwhelming majority of respondents 53.03% indicated as 'yes' and 22.42% respondents pointed out as 'No' on the other hand 24.53% respondents indicated as "I don't know", it seems that they don't have any idea about the training programme.

**Table 4- Training programme for E-resources.**

S. No	User Category	Response			Total
		Yes	No	I don't Know	
1.	PG Students	92(49.46%)	58(31.18%)	36(19.35%)	186(100%)
2.	Research Scholar	89(55.62%)	24(15.00%)	47(29.37%)	160(100%)
3.	Faculty Member	46(56.09%)	14(17.07%)	22(26.82%)	82(100%)
Total(%age)		227(53.03%)	96(22.42%)	105(24.53%)	428(100%)

**7.5 User ability to find out the Relevant Information from INDEST-AICTE Consortium:**

Table- 5 shows the user ability to find out the relevant information from INDEST. Out of 428 respondents, 178 (41.58%) stated that easily, 166 (38.78%) some extant, 51 (11.91%) with difficulty and 33 (7.71%) stated not at all.

**Table 5- User ability to find out the information from INDEST**

S. No	User Category	Response				Total
		Easily	To some extant	With difficulty	Not at all	
1.	PG Students	70 (37.63%)	78 (41.39%)	21 (11.29%)	17 (09.13%)	186 (100%)
2.	Research Scholar	66 (41.25%)	62 (38.75%)	22 (13.75%)	10 (06.25%)	160 (100%)

3.	<b>Faculty Member</b>	42 (51.21%)	26 (31.70%)	08 (09.75%)	06 (07.31%)	82 (100%)
<b>Total (%age)</b>		<b>178 (41.58%)</b>	<b>166 (38.78%)</b>	<b>51 (11.91%)</b>	<b>33 (07.71%)</b>	<b>428 (100%)</b>

### 7.6 Browsing Frequency of E-Resources:

Response of the users on browsing frequency of E-resources through INDEST is presented in Table- 6. The responses in this regard indicate that the majority of users 165 (38.55%) browse the E-resources several time in a week, 148 (34.57%) respondents browse daily, 90 (21.02%) respondents indicated as occasionally, on the other hand 25 (5.84%) respondents

**Table 6- Browsing frequency of E-resources**

S. No	User Category	Response				Total
		Daily	Several Time in a week	Occasionally	Never	
1.	<b>PG Students</b>	57 (30.64%)	69 (37.09%)	48 (25.80%)	12 (06.45%)	186 (100%)
2.	<b>Research Scholar</b>	65 (40.62%)	71 (44.37%)	18 (11.25%)	06 (03.75%)	160 (100%)
3.	<b>Faculty Member</b>	26 (31.70%)	25 (30.48%)	24 (29.62%)	07 (08.53%)	82 (100%)
<b>Total (%age)</b>		<b>148 (34.57%)</b>	<b>165 (38.55%)</b>	<b>90 (21.02%)</b>	<b>25 (05.84%)</b>	<b>428 (100%)</b>

### 7.7 Adequacy of E-journals Offered by the INDEST-AICTE Consortium:

Table- 7 reveals the data about the adequacy of E-journals under INDEST-AICTE consortium. An overwhelming majority of respondents 279 (65.18%) indicated the satisfaction with adequacy of E-journals while 92 (21.49%) students are not satisfied with E-journals, although 57 (13.31%) respondents indicated as not known.

**Table 7- Adequacy of E-journals**

S.No	User Category	Response			Total
		Yes	No	I don't Know	
1.	<b>PG Students</b>	115(61.82%)	41(22.04%)	30(16.12%)	<b>186(100%)</b>
2.	<b>Research Scholar</b>	105(65.62%)	37(23.12%)	18(11.25%)	<b>160(100%)</b>
3.	<b>Faculty Member</b>	59(71.95%)	14(17.07%)	09(10.97%)	<b>82(100%)</b>
<b>Total(%age)</b>		<b>279(65.18%)</b>	<b>92(21.49%)</b>	<b>57(13.31%)</b>	<b>428(100%)</b>



## Conclusions:

Following conclusions can be drawn by this study-

- ☞ The study concluded that the majority of users are using and preferred the available E-journals
- ☞ Out of three categories of users i.e. PG students, research scholars and faculty members, the library mostly being used by the PG students followed research scholars.
- ☞ Majority of users easily find out the required information through INDEST.
- ☞ Users are fairly satisfied with the journals provided by the INDEST.

The advantages of e-resources have drawn attention of the library users to a great extent. Accordingly, these resources have occupied a significant place in the collection and budget of almost all libraries. Faculty members' attitudes seem to be very positive towards e-resources for their study and research, faculty members are heavily dependent on e-resources for their required information and to keep themselves up-to-date in their subject area.

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## Library Committees of Sri Lankan Universities: a Study of the existing Situation.

I. M. Nawarathne\* & A. R. M. M. Ratnayake\*\*

### Abstract

The library committees are considered vital as a governing body or as in the capacity of advisory committee irrespective to the scale of the library. University library committees function in different authoritative scales and it's under the purview of the university Senate. This research examines the library committees of the Sri Lankan universities. All the national universities were consulted for the study and the data were gathered from fifteen (15) university librarians through a self administered questionnaire. The research disclosed that all the universities are with library committees and only five (5) universities are with documented guidelines. The composition of the membership of the committee is not uniform and most of the time spent on the library committee is for financial matters. In all the occasions library committees are conducted in methodical manner and agenda, minutes and confirmation of the minutes were seen as a common practice. The attitude of the librarians upon the library committee is positive, as all unanimously quoted the importance of the library committee though there are many areas to be developed

**Keywords-** University libraries, Library committees, Library governance.

### Introduction

Universities are considered as the centers of higher learning and their information requirements are fulfilled by its libraries. Academic libraries help the members of the institution individually as well as collectively for self development, curricular requirements and the promotion of study and research. The university libraries are governed by the university with the instructions of the library committees to cater the needs of the user community. In certain cases library committees play a governing role or an advisory function (Cooper 1985). The important functions and the structure of a library committee will change by institutes governing environment and its requirements but the broader outline is more or less similar (Ranganathan 1998). Throughout the world the university libraries are backed by library committees in different calibers and considered as an indispensable requirement (Cressaty 1969).

The library committees should be considered not only as an administrative tool but as an advisory committee for the library development (Anderson 1993). The need for a university wise broader framework for the library committees is a must to eliminate discrepancies and enhance efficiency. The universities act No. 16 of 1978 has emphasized the library committee as a Senate sub-committee. (Universities Act, 1978).

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## Objectives

1. To check the availability of library committees in university libraries of Sri Lanka.
2. To examine the composition of the library committees in Sri Lankan university libraries.
3. To observe the activities performed by the library committees.
4. To evaluate the merits and demerits of the library committees in universities of Sri Lanka.

## Methodology

The survey method was used for this study as the main research tool. The total population of the study comprises all the national universities of the country and the data were gathered from the librarians through a self administered questionnaire. The questionnaire was mainly focused to gather data on the availability, composition, time schedule, activities and the librarians' attitude upon the library committee.

## Results and Discussions

The study revealed that all the university libraries are with library committees as a sub-committee of the Senate as par with the 1978 government act on universities. It is a positive sign for the university library development of the country and further it satisfies the 1978 Act, No 16 on universities of Sri Lanka.

### The Composition of the Library Committee

The composition or membership of the library committee is not uniform through the system. The following table depicts the variations found in the composition of the library committees.

**Table No. 01: Composition or the Members of the Library Committee**

Members	Position held at Library Committee	No of Universities
Vice-Chancellor	Chairman	11
Deputy Vice-Chancellor	Chairman	01
Deans	Chairman	01
Librarian	Chairman	01
Senate members	Chairman	01
Registrar	Secretary	01
SAR/Academic services	Secretary	01
Senior Assistant Registrar/Library services	Secretary	05
Librarian	Secretary	05
Asst.Librarian	Secretary	01
Librarian	Convener	02
Librarian	Member	07
Deans	Member	12
Heads	Member	03
Registrar/Nominee	Member	06
Bursar/Nominee	Member	06

Senior Assistant Librarian	Member	07
Senate members	Member	03
Faculty members	Member	03
Directors	Member	03
Professors from Faculties	Member	01
Assistant Librarian	Member	07

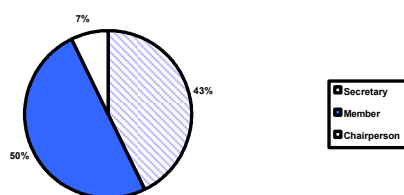
In most of the cases (73%) the Vice- Chancellors chair the meeting and it should be highly appreciated. As the chief executive officer of the organization his presence at the meeting is vital as the librarian can convince him upon many library related activities. The remaining libraries (27%) should request the Vice Chancellors to chair the library committees.

Although the Vice Chancellors are expected to chair the meetings of the senate sub committees, in four (4) universities chairman was elected. This is an occasion where the uniformity of the library committee has ignored.

### **Librarian as an office bearer**

The role of the librarian in the Library Committee is vital as many decisions are carried out by the librarian. The situation is not satisfactory as the majority of librarians attend to the library committee only as members. The following chart illustrates the position held by the librarian at the library committee.

In 50% of the libraries, the librarians attend to the meetings as a member which should be seriously considered. The librarian should have to work for a responsible position such as the secretary at the Library Committee.



**Figure No. 1: Librarian as an Office Bearer**

### **Faculty level Library Committee**

It was found that 6 universities are with faculty level library committees. Well established universities are with a organized library structure to cater the needs at faculty level. To address this need it is a necessity to have faculty level library committees to solve issues at faculty level. Certain newly established universities also have faculty level library committees as certain faculties are situated away from the main campus.

Faculty level library committees should be always monitored by the main library and the issues should be tabled at the University library committee. This situation is fulfilled in all occasions except in one university.

## Library Committees with Guidelines

The guidelines or framework for the library committee is a must as it gives clear guidelines or boundaries in decision making (Ranganathan 1935). It was revealed that only 5 universities are with documented guidelines for the library committee and the majority of 10 universities are without any guidelines.

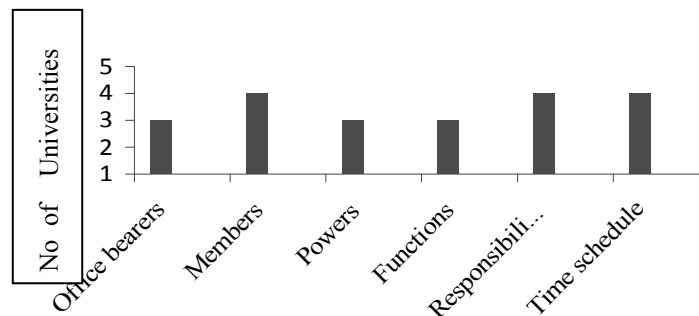


**Figure No.2: Availability of a documented guideline for the Library Committee**

This situation is unsatisfactory as a well documented guideline will clearly define the activities and powers vested upon the committee. Further it will strengthen the decisions based on the guideline as it is a legal document approved by the university council.

## Details of the Guideline

The five universities who are with the guidelines were further asked upon the contents of the same. Except one university all the other respondents (04) elaborated the contents of the guideline. The following graph indicates the results.



**Figure No. 3: Contents of the Guideline**

The results depict that the contents of the guidelines are satisfactory as all the necessary areas are covered by the document. All the universities who are with the guidelines have emphasized on the membership, responsibilities and time schedule of the library committee. Among the five universities who are with the guidelines, only three universities have emphasized on office bearers, powers vested to the library committee and the functions of the library committee.

### Time Schedule and Frequency of Library Committee Meetings held

Pre-scheduled time table is a good practice for regular meetings as all the members are well aware of it. Tentative annual timetable for the library committee is available in 9 (60%) universities whereas 6 (40%) are not practicing it. The frequency or the time interval of the library committee is also very important. The results show that in five (33%) universities library committee is conducted monthly and in 7 (46%) universities it is a bimonthly activity. These conditions are satisfactory but quarterly library committee meetings (14%) are not a good sign as it will accumulate many issues for one meeting. In this situation the progress of the decisions made at the library committee cannot be monitored easily.

Adhoc meetings (7%) should be avoided as it will not help to develop long term activities in a library. These types of meetings will only address the current problems and the remedies to be taken to resolve those. Though these variations are in the time schedule of the library committee, all the librarians are satisfied with the frequency it is held. Universities should try to have annual time schedules for the library committee meetings in advance and should always encourage regular meetings.

### Priorities at the Library Committee

Time is a crucial factor for any official meeting as these are working with a fixed time schedule. The following table shows how the library committees are spending time on certain activities according to the priorities.

**Table No. 2: Time Spent at the Library Committee**

Activity	Number of Universities					
	1 <sup>st</sup> priority	2 <sup>nd</sup> priority	3 <sup>rd</sup> priority	4 <sup>th</sup> priority	5 <sup>th</sup> priority	6 <sup>th</sup> priority
Financial matter	7	2	-	2	-	-
Collection development	4	6	-	1	-	-
Administrative matters	1	2	4	-	1	1
Overtime/Office matters	-	1	3	1	3	2
Staff development	-	-	1	3	3	1
Suggestions	2	1	2	1	2	2

In seven universities first priority at the library committee is for financial matters. This is not a good sign as the limited time allocated to the meeting should directly discuss the library related activities. Four universities noted their first priority for collection development which should be appreciated. The library committee should not deal much time on financial or administrative activities and have to deal with collection development, services and future needs of the readership.

### Activities discussed at the Library Committee

Libraries are with series of well established activities that should be performed in an organized manner for its smooth functioning. The research analyzed

the library operational activities discussed at the library committees. These activities are given below.

**Table No.3: Activities discussed at the Library Committee**

Function	Number of Universities
Acquisition of library resources	12
Collection development	13
Housekeeping activities	10
Administrative activities	10
Staff requirements	11
Reader services	08
Technical services	07

According to the above table the majority of the universities are using the library committee as a forum to develop its collection. The use of library committee to develop the collection has been emphasized in Gunasekara's study on collection development (Gunasekara 2001). Further, the library committee is used to discuss the administrative activities in many occasions. It is advisable to concentrate more on library services and collection development activities in the library committee rather than administrative matters.

### **Barriers when applying Library Committee Decisions**

The decisions taken at the library committee should be worked out and (13) universities were found to have mentioned that there is no restriction in applying library committee decisions. The remaining two universities have noted that library committee decisions cannot be worked out due to financial restrictions.

### **Importance of the Library Committee**

All the librarians unanimously agreed that the library committees are playing a vital role in library development. This optimistic view should be appreciated. Except one instance; all the universities were satisfied with the authorities vested on the library committee. This elaborates the importance of the library committee as every librarian has appreciated it.

### **Librarians' attitudes upon the Composition of the Library Committee**

The respondents were asked whether they were satisfied with the composition or the membership of the library committee. Five respondents were unsatisfied with the composition and suggested for a change.

### **Library Committee Agenda and Minutes**

Agenda is an important instrument to conduct a meeting with a pre-planned schedule and except one instance; all the universities are sending their agenda in advance. It is vital to document the library committee minutes for further action and for back references. It was noted that all the universities document and maintain the minutes. It should be appreciated that the university library committees have used

many methodological ways in conducting library committees. All are maintaining their records and also the minutes are confirmed in all cases.

### **Attitudes upon Library Committee**

The librarians were asked how they feel about the attitudes of the library committee members upon the committee. Thirteen librarians expressed that the members are considered the library committee as an important event

### **Recommendation and Conclusion**

The results indicate that all the universities are with library committees though there are differences in functions and its membership. This is a satisfactory condition as all the librarians are well aware of the importance of the library committees.

As the library committee is a Senate subcommittee it should be chaired by the Vice Chancellor but the study revealed that in 4 universities the Vice Chancellor is not chairing the library committee. This situation should be avoided and the presence of the Vice Chancellor at the library committee must be facilitated.

The results explore that only five (5) universities function their library committee based on a documented guidelines. This situation is pathetic and needs urgent attention. This issue should be addressed at the Standing Committee of Library and Information Sciences of University Grants Commission in Sri Lanka (SCOLIS) to draw broader framework as individual libraries can formulate their guidelines based on that framework. This will facilitate individual institutional requirements without violating the broader framework stipulated by the SCOLIS.

Library committees should devote more time on library development activities rather than on routine administrative tasks. Activities such as collection development, reader services and innovative ideas should be prioritized for discussion.

Regular meeting is a must for better performance and a pre-scheduled time frame further facilitates this. This situation is lacking in certain instances, they should try to have a pre-planned time schedule for the library committee. The librarians should work to make the library committee as a strong advisory committee for the betterment of the university libraries.

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## Services provided by LIS Professionals in Medical Library through effective training in the Electronic Information Era

Saikat Goswami \* and Sumana Chakraborty \*\*

### Abstract

With the development of IT in the 21<sup>st</sup> century, medical information has rapidly been changed into electronic information form. Such a trend brought into another radical change of purchasing pattern of medical libraries and the access pattern of the users. Within the last five to six years, many medical libraries have changed their purchasing pattern from printed to electronic form. More users are basically depends on websites. User's ability to direct access to information sources, without the need of librarian, medical librarians have to cope with these changes and to be able to handle all over their services through cyber space. Medical librarians decided to make the information to be more users friendly. To meet the needs of the users, several services are available. This study is striving to discover to find out a lacuna in LIS educational programme to perform as a medical library professional, to propose a special course structure in order to perform the special service and the need for such services and to identify the role of the medical librarian to provide information service at the emergence of electronic information.

**Key Words:** LIS Education, Medical Librarianship, Medical Librarian, Electronic Information Era.

### 1 Introduction

With the development of internet technology in the 21<sup>st</sup> century, the information field became highly sophisticated. As the form of information became rapidly dependent on electronic means, the users of information relied on the cyber space. Users of medical information began bypassing medical librarians and go directly to the source of information as they need more up-to-date information on their fields. Because of the nature of the need for the medical information users, the users' dependence on the internet was far greater than other science fields. This rapid change of means to find medical information forced medical libraries to be equipped with both internet based forms of medical information as well as traditional forms. Medical librarians also needed to be prepared to provide electronic information services. [6] To cope with this change, medical library professionals should take an initiative to redefine the role of a medical librarian and developed new information services based on the changed role of providing electronic information. For development of new information services, a practical and better training will be needed for medical library professional. In our LIS Curricula, there are no such course structures or training course for such this field. In this electronic information era to cope with radical change of medical information, future medical library professionals should be trained with a regular course structure or a study process. If a course structure will prepare for 6-month training programme

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for Medical Librarianship or a special paper will be included as “Medical Librarianship” which will be benefited for our future LIS Professionals in particular to handle the medical personnel.

## 2 Objective of the Study:

- i. To depict the role of Medical Librarian in the age of information communication technology.
- ii. To describe the services of LIS professionals in Medical Libraries.
- iii. To find out the lacuna in the LIS educational programme to perform the services.
- iv. To propose a special course structure in order to perform the special services.

## 3 Importance of the Study:

- i. The study will help to grasp the role of Medical Librarians.
- ii. This will help to find out the barrier of information and problem solving role of medical library.
- iii. This will help to modify the existing LIS programme.

So that future Library Professionals can serve the medical personnel in a proper way.

## 4 Change of the Form of Information Resources

The influence of hard copy has decreased almost extremely while production of electronic information rapidly increased as if it is a time of information chaos. Medical Libraries started to subscribe academic journals in package form. This stipulation of packages was to choose one out of three options:

- 1) Print holdings,
- 2) e-only, and
- 3) Either print or e-only.

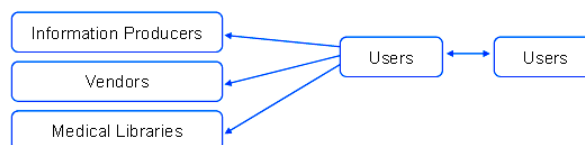
However, the current trend is gradually going for e-only. [6], [7]

### The access to the medical information

#### • Traditional Flow of Information



#### • Current Flow of Information



## 5 The Role Change of Medical Librarians

According to the traditional role of a librarian, he/she has a very important role in classifying, indexing, arranging, circulating, and loaning of books. The whole process

of library would be valued as its space is comfortable and accessible. The dependence of finding information from the electronic means such as internet made the user to go to the websites rather than to the library. Because of web dependence, users now find more channels to find diverse information. The traditional relationship among three entities, the information producer, user, and librarian fell apart. Now the flow of information became possible from producers to users, library to users, vendors to users, and even from users to users. The relationships among these entities became a great challenge to the librarians. [6], [1]

As the users' dependence on electronic information became popular, and the speed of reception became enhanced, their reliance on medical library was lowered. Users were satisfied with the quick reception of the information though it may not suit the quality they looked for. In addition to this, the administrators who were responsible for upholding the library considered electronic information was a replacement of printed materials. They came to a point of seeing the library's uselessness, and had a tendency of shrinking the role of the library and the librarians. [5], [3]

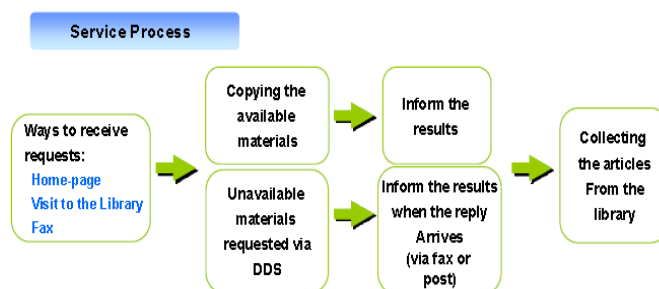
However, the real role of the librarians became greater than when they only dealt with printed material, because a quantity of information was flooded in through subscribing journals in package form. We had to develop different roles in order to help users to effectively utilize electronic resources, such as in management of contents, in education of the users for a changed use of the library through animation, in supporting theses writing by supplying information they need, and in homepage management.

## **6 Types of Services Drawn Out by the Change of Librarians' Role**

The transformation of information into electronic forms caused a great gap to occur in the awareness of the need for the existence of medical library between users, librarians, and the administrators. [2], [4] As the circulation of medical information is easily flowing among the information producers, users and vendors, the role of medical librarian decreased to the users as well as to the administrators. However, the medical librarians came to recognize the quality of medical information is getting poorer due to innumerable routes of variety of medical information. We saw the need for providing better quality information and for the importance of diversifying the information services. Following services are developed in an effort to suit for the diverse needs of the users:

### **6.1 One-Stop Service**

This one-stop-service is providing what users ask as they request it through various channels such as internet home-page, fax, and e-mail. If the requested information is available in the library, it is supplied within 12 hours. This service extended another service to supply articles as they search the original articles on the PubMed and request for it via one-stop to our home page. We now have one more electronic service: that is to directly e-mail the subscribed electronic journals in PDF form.



## 62 SDI Service

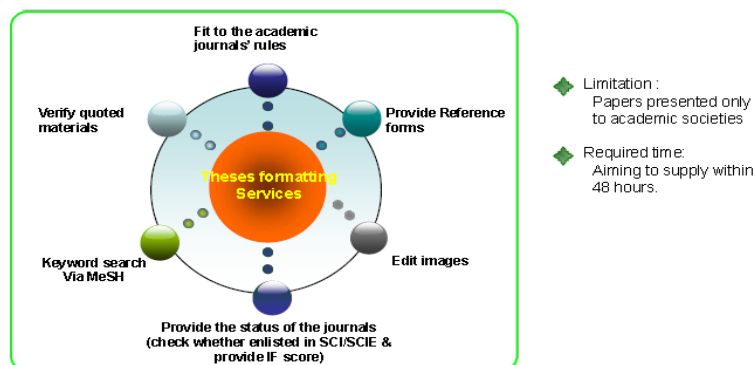
SDI Service is providing up-to-date articles on the subject which the users are interested in. We provide the most recent articles by utilizing the function of weekly e-mail alert from medical web DB for letting the user know about the available articles.

## 63 Subject Search Service

This service was derived from the unsatisfactory results of the users' effort to search a limited web DB. To complement their limitation, we use around 10 different DB at once, and give more satisfactory information. Library professionals send the result within 24 hours.

## 64 Theses Formatting Service

In this service of formatting theses to fit the particular academic journals' formatting rules when users are presenting their articles to domestic and international academic journals. References are arranged by Endnote tools, and the original images are attached, being corrected through Photoshop, and we confirm and recommend keywords by searching through PubMed MeSH.



## 65 Mobile Service

This service can be used while they are on the move. We provide their current status regarding the use of library through library automatic system: such as searching

library holdings, the due date of their loaned books, and reservation of books loaned out.

### **66 Quotation Analysis Service**

This is to letting the authors know how many and by whom the articles were quoted through Web of Science. It provides analyses of quotations by countries, by organizations, by disciplines, by writers, and by subject. Library professionals also supply information on journals to which users are expecting to submit their articles. They desire to know whether the journal is belonging to SCI.

**Besides these, also provides:**

### **67 Other Services**

**671 VOD animation service:** Education of users on the internet how to use the library and medical related databases.

**672 Book Exhibitions:** Hold two times annually to maximize book use.

**673 Purchase of books for personal use:** Purchasing service for all year round. [5], [6], [7]

## **7 Existing Course Structure of LIS Education:**

The LIS education in India is offered at various levels such as certificate, diploma, degree, Associateship in Information Science (AIS), M.Phil and Ph.D. Again, these course structure levels have sub division with different papers. Generally, these papers belong to library sand society, library management, library classification, cataloguing, indexing, abstracting, different type of library and information sources and services, computer application in library, information communication, library preservation, different type of library structure i.e. academic library, public library, national library, special library etc.; different research methods etc.

Beside this in Master degree level, some special papers will help the LIS students in that particular field, viz. Industrial Library & Information System, Agricultural Library & Information System, Comparative & International Librarianship, Community Information System & Services. If there will be a special paper of "Medical Librarianship" which will very helpful for that person who attach with medical library.

## **8 Proposed Course Structure for Special training of future Medical Library Professionals:**

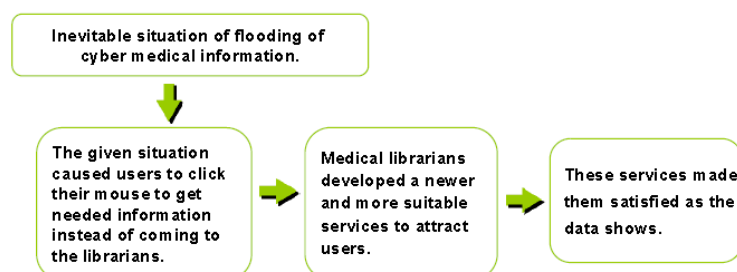
The role of the medical library is to provide a learning center where practitioners and administrators can develop the skills and knowledge needed to enhance the quality of health care in diverse communities and dissemination of biomedical information. So, to better serve for medical personnel LIS professionals should be know the skills and training. To prepare successful Medical Library Professionals a special training

programme for 6 months or a special paper should be included in Master degree level in our LIS Curriculum. The proposed course structure curriculum will be:

- ❖ resources for consumer health information,
- ❖ resources and services for health sciences information,
- ❖ medical informatics,
- ❖ resources and services for special populations
- ❖ Application of IT in medical field
- ❖ Survey of medical libraries for practical experience. [8]

The teaching and learning methodology has changed from classroom, lectures and seminars to videocassettes and compact discs (CDs) to web-based training and wireless communication. In an e-learning environment the librarians provide access to online resources as well as serve as information literacy trainers. So, we can expected that for future Medical Library professionals will be benefited if the proposed course structure will included in LIS Curricula and also in better learning methods.

**The role of the medical librarian is to make the users to think librarians as the most convenient source of valid information instead of thinking websites or library.**



## Conclusions

The role of the library in the past was mainly keeping books, and that of the librarian was to make copies. In the medieval age, its main role was to provide reading room. Information users had to come to the library to fill this basic need, and the libraries had to provide comfortable reading rooms and prepare large rooms to keep large holdings. In the days of inundation of information, librarians' main function was to classify and indexing of the information. Modern medical libraries are expected to provide a different function as the users are able to have direct access to information sources. Because medical information in electronic form is prevalent, and the users' ability to handle such information is widely popular, medical librarians have to cope with these changes and be able to handle all of their services through cyber space. [1], [6]

To serve the users to use better information technology for electronic information sources, medical professionals should be trained with a training course or study with a special paper in their LIS Curricula. However, it is finding that in our traditional

course structure or in revised course structure, there are no such courses that will serve the problem-solving way of future generation medical library professionals to cope with the rapid growth of technology as well as the handling the database of new information in medical field.

Medical librarian or medical library professionals are the very important for a medical library. Therefore, to better serve for users as a special service if these professionals will learned or go through the proposed course structure it will be helped for both the users and library professionals. In days of inundation of electronic information such as ours, medical librarians face a great challenge to lead in the dissemination of good and proper medical information.

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7. <http://www.ncbi.nlm.nih.gov/pmc/articles> Accessed on 11.01.2011
8. [www.ama-assn.org/ama1/pub/upload/mm/.../hic08-med-librarian.pdf](http://www.ama-assn.org/ama1/pub/upload/mm/.../hic08-med-librarian.pdf) Accessed on 13.12.2010



## A Study on LIS Education in Central University In India with a Model for Common Entrance Test (CETLIS)

Tripathi Priyanka\* and Verma Jyoti\*\*

### ABSTRACT

The LIS education accomplished human resource to supervise various types of libraries which functions, types and range of services offered, as well as tools and techniques being used when offering the services. The paper discussed on a critical discuss of LIS education offered by the Central University in India and suggests a model for common entrance test in LIS education (CETLIS). LIS education incorporates a field of professional education that provides the training to the future librarians to manage the libraries and information centers efficiently. The vision of LIS education includes teaching and research in the field of librarianship with a multidisciplinary focus on the issues of information access and equality.

**KEY WORD:** LIS, Central University, Common Entrance Test, Education.

### INTRODUCTION

The library endeavors to make the legitimate needs and demands of the users, from the senior academics engaged in advance research to fresh entrant stimulate and encourage students to develop the life long habits of good reading, study and research and to be the centre of learning for educational and scholarly pursuit.

A quality LIS education programme encourages human resource to utilize a variety of sources within the library and in their community. Developing these skills is necessary to become independent learners. As part of the LIS curriculum human resource will acquire the skills needed to explore, search out and find the information [1]. A successful LIS education programme encourages information literacy in their educational, leisure, and professional pursuits.

A Central University in [India](#) is established by the [Department of Higher Education](#), Ministry of Human Resource and Development (MHRD), Government of India by the Act of Parliament. The Central Universities offered LIS education at various levels such as Bachelor Degree, Master Degree, M.Phil and Ph.D. programmes. These programmes are offered on regular basis. Only IGNOU provides distance education in LIS.

In present time, different university adopted different patterns of LIS education and without the basic minimum facilities, resulting in mass production of professionals with sub-standard education and having least or no exposure to practical librarianship [2]. The LIS Department should be responsible for minimum standards in terms of faculty strength, intake criteria, teacher-student ratio, evaluation methods, library and laboratory facilities, availability of teaching materials, finance and physical facilities, etc. It should also take care of regular revision of LIS syllabi for uniformity and standardization in the overall LIS education system which is presently missing.

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Each university is designing its own curriculum, follows its own practices, and resulting in wide disparities among programmes [3]. The common entrance test maintain uniformity in the standards in the LIS Education programmes in the country similar to the CAT for IIMs, GMAT for IITs, JNU Biotechnology test, CBSE (Medical), etc.

LIS programmes at the Central University level have existed last fifty years and have strong roots, but the profession still suffers from many problems, which are affecting the status of LIS profession. The most important is an urgent need for a national level entrance test. There is a need that all the Central University runs LIS courses with adequate facilities for achievement of academic excellence.

### **OBJECTIVES OF THE STUDY**

The present study was taken with following objectives:

- To discuss the LIS education programme followed by Central University in India;
- To discuss the faculty of LIS at Central University in India; and
- To discuss the need for common entrance test in LIS education programme.

### **METHODOLOGY**

The data collected through websites from 42 Central Universities in the various states of the country. For emphasizes the need for having a national level common entrance test in LIS education programme to maintain uniformity and standards in LIS education.

### **SCOPE AND LIMITATION**

The present study is based on 42 central universities in the country. Data collected through the websites of these universities.

### **ANALYSIS OF LIS EDUCATION AND FACULTY IN LIS EDUCATION**

LIS education programme at various levels such as Certificate, Diploma, Bachelor Degree, Master Degree, M.Phil. Ph.D. and special course like Post Graduate Diploma in Library Automation and Networking programmes have been analyzed in the given table.

The Department of LIS has grown and developed into a full-fledged discipline in the country. Data about these universities was gathered from websites sources of these universities. Analysis of the data reveals that out of 42 universities only 12 university offering regular courses, whereas 01 university is conducting these courses through distance Education. Most of the LIS departments do not have minimum number of faculties.

The analysis of both the LIS Education and Faculty in LIS Education are as follows:

## LIS EDUCATION IN INDIA

Name	State	LIS Education							Department of LIS		
		CLIS	DLIS	BLIS	MLIS	M.	Ph. D.	Spl.	P	R	L
Rajiv Gandhi University Rono Hills, P.O. Doimukh, Itanagar Arunachal Pradesh-791112, <a href="http://www.rgu.ac.in/">http://www.rgu.ac.in/</a>	A.P.	-	-	-	-	-	-	-	-	-	-
Assam University PO: Assam University, Silchar- 788 011 <a href="http://www.assamuniversity.nic.in/">http://www.assamuniversity.nic.in/</a>	Assam	-	-	-	✓	-	-	-	-	1	1
Tezpur University Sonitpur, P.B.No.72, Napaam, Tezpur, Assam -784 001 <a href="http://www.tezu.ernet.in/">http://www.tezu.ernet.in/</a>	Assam	-	-	-	-	-	-	-	-	-	-
University of yderabad Hyderabad Andhra Pradesh 500 046 <a href="http://www.uohyd.ernet.in/">http://www.uohyd.ernet.in/</a>	A.P.	-	N A	N A	N A	N A	N A	N A	-	-	-
Maulana Azad National Urdu University, Hyderabad, Andhra Pradesh - 500 032 <a href="http://www.manuu.ac.in/">http://www.manuu.ac.in/</a>	A.P.	-	-	-	-	-	-	-	-	-	-
English and Foreign Languages University, Hyderabad, Andhra Pradesh <a href="http://www.efluniversity.ac.in/">http://www.efluniversity.ac.in/</a>	A.P.	-	-	-	-	-	-	-	-	-	-
Jamia Millia Islamia Jamia Nagar New Delhi - 110 025 <a href="http://www.jmi.nic.in/">http://www.jmi.nic.in/</a>	Delhi	-	-	✓	-	-	-	-	N	N	N A
University of Delhi, elhi - 110 007 <a href="http://www.du.ac.in/">http://www.du.ac.in/</a>	Delhi	-	-	✓	✓	✓	✓	-	1	3	4
Jawahar Lal Nehru University New Mehrauli Road New Delhi 110 067 <a href="http://www.jnu.ac.in/">http://www.jnu.ac.in/</a>	Delhi	-	-	-	-	-	-	-	-	-	-
Indira Gandhi National Open University New Delhi <a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>	Delhi	-	-	✓	✓	-	✓	P	2	1	3
The Indira Gandhi National Tribal University Amarkantak, Madhya Pradesh <a href="http://www.igntu.nic.in/">http://www.igntu.nic.in/</a>	M. P.	-	-	-	-	-	-	-	-	-	-
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Post Box No. 16, Panchtila, Umri Village, Arvi Road, Wardha, Mumbai - 442 001 <a href="http://www.hindivishwa.org/">http://www.hindivishwa.org/</a>	Mahara shtra	-	-	-	-	-	-	-	-	-	-
Mizoram University Post Box No. 190, Aizwal Mizoram - 796 009 <a href="http://www.mzu.edu.in/">http://www.mzu.edu.in/</a>	Miz ora m	-	-	-	✓	✓	✓	-	1	1	3
North Eastern Hill University NEHU Campus, Shillong, Meghalaya - 793 022 <a href="http://www.nehu.ac.in/">http://www.nehu.ac.in/</a>	Megh alaya	-	-	-	✓	-	✓	-	1	2	3
Manipur University Imphal, Manipur - 795003 <a href="http://www.manipuruniv.ac.in/">http://www.manipuruniv.ac.in/</a>	Mani pur	-	-	✓	✓	-	✓	-	-	2	2
Central Agricultural University Imphal-795004, Manipur <a href="http://www.cau.org.in/">http://www.cau.org.in/</a>	Manip ur	-	-	-	-	-	-	-	-	-	-
Nagaland University Campus Kohima, Headquarter Lumani, Nagaland -797 001 <a href="http://www.nagauniv.org.in/">http://www.nagauniv.org.in/</a>	Nagal and	-	-	-	-	-	-	-	-	-	-
Pondicherry University R. Venkataraman Nagar, Kalapet, Puducherry, Pondicherry - 605 014 <a href="http://www.pondiuni.edu.in/">http://www.pondiuni.edu.in/</a>	Pondic herry	-	-	-	✓	-	✓	PGDLA	1	1	4

[illegible]

Central University of Jammu <a href="http://www.jammuuniversity.in/">http://www.jammuuniversity.in/</a>	J&K	--	--	--	--	--	--	--	--	--	--	--	--
Central University of Himachal Pradesh PO Box No.21, Dharamashala, Dist-Kangra, Himachal Pradesh-176215 <a href="http://www.cuhimachal.ac.in/">http://www.cuhimachal.ac.in/</a>	H.P.	--	--	--	--	--	--	--	--	--	--	--	--
Central University of Haryana Camp Office, Plot No. 3113, Opposite T-25/8, DLF Phase-II, Sec-24, Gurgaon - 122 010 <a href="http://www.cuharyana.org/">http://www.cuharyana.org/</a>	Haryana	--	--	--	--	--	--	--	--	--	--	--	--
Guru Ghasidas Vishwavidyalaya Bilaspur, Chhatisgarh, - 495 009 <a href="http://www.ggu.ac.in/">http://www.ggu.ac.in/</a>	Chhattisgarh	--	--	--	✓	✓	--	✓	--	NA	NA	NA	NA
Central University of Bihar BIT Campus, P.O. B.V. College, Patna -800 014 <a href="http://www.cub.ac.in/">http://www.cub.ac.in/</a>	Bihar	--	--	--	--	--	--	--	--	--	--	--	--
Central University of Gujarat Plot No. 95/1, Sector-2A, Gandhinagar-382007 <a href="http://www.cug.ac.in/">http://www.cug.ac.in/</a>	Gujarat	--	--	--	--	--	--	--	--	--	--	--	--
<b>Total</b>		--	--	7	12	3	10	2	10	16	29		

Table 1:LIS Education in India

P : Professor

R : Reader

L : Lecturer

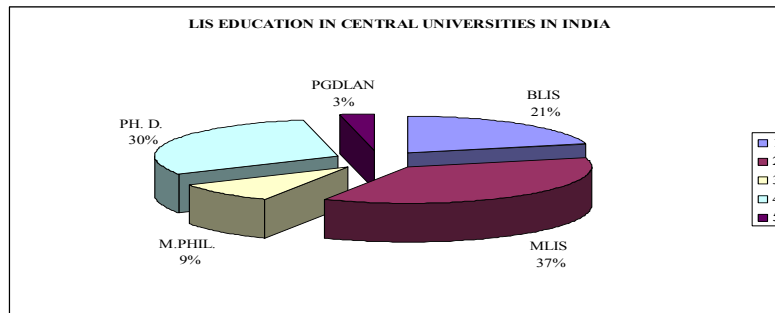


Table-2: LIS Education in Central University in India

The above Table 2 shown that 37% university provide Master level programme, 30% Ph.D, 21% Bachelor level, 9% M.Phil. and 3% PGDLAN programme.

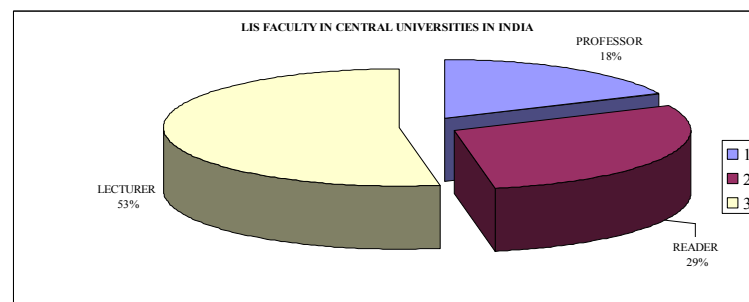


Table-3 : Faculty in Central University in India

The above Figure 2 shown 53% Lecturers, 29% Readers and 18% Professors in the Department of Library & Information Science in the different Central Universities in the country. Adequacy of faculty is one of the important elements for offering qualitative teaching. It is observed that except few university departments, the majority of the departments do not have the minimum faculties.

#### COMMON ENTRANCE TEST FOR LIS (CETLIS)

In a churning global village, understanding the fundamental connections between information and society has become essential. The roles and responsibilities of library professionals as a global force are becoming more urgent and complex, and concepts related to societal responsibility and sustainability are gaining recognition as essential elements in library management. Increasing complexity and interdependence require new approaches. Libraries need integrative tools that help embed educational and social concerns into their strategic thinking and daily operations.

The LIS education programmes help aspiring library professionals to become effective decision makers in their field through up gradation of knowledge and skills. The LIS education programme broadens the overall perspective of the aspirants so that they can become catalysts for change. It develops conceptual, interpersonal and professional awareness for implementation of new structures and strategies.

The LIS education urges students to learn willingly and enhance the pace of learning. LIS education is specifically designed to develop the library decision-making skills of librarians. In the era of Globalization, students of LIS will have to develop skills of quick learning and equally quick decision making. As librarians, one will be exposed to library without physical boundaries of the nations.

An objective of this study was to determine a single test. All the around 13 LIS department in the country will have to choose students from a single merit list prepared on the basis of this test. The study also highlighted the substantial time, effort, and expertise needed for implementation of above test.

The admission to the courses integrated MLISc is centralized and is carried out by the Competent Authority of the Central Universities of the country. The seats available for allotment are 100% of the departments of LIS in Central Universities [4].

The test will be conducted by any of central universities by rotation, which already conducts an all-India test.

#### Syllabus for Common Entrance Test (CETLIS) for integrated M.L.I.Sc.

The CET will be of 2.5 hours with subject weight age as follows:

S. No.	Subject	% (percentage)
1	General Knowledge	20%
2	General English	30%
3	Computer Knowledge	25%
4	Library Science	25%

**Table-4: Syllabus for CETLIS**

CET syllabus for G.K., English, Computer and Library Science will be based on Graduation Programme of any university.

### ***How to Apply***

Candidates need to buy a 'CETLIS PROSPECTUS' from the different university office or, designated Bank branches. They can then register online on the official CET Website CETLIS. The instructions for the registration & application process can be found on the CET Website while the 'CETLIS PROSPECTUS' will provide further details regarding Online Access. After the candidate submits the registration details, the Admit Card will be sent via e-mail.

### **CONCLUSION**

So that university, community of teachers and scholars, is an institution of higher education and research, which grants academic degrees in a variety of subjects. A university is a corporation that provides both undergraduate education and postgraduate education.

On an average a student takes approx 4-7 LIS test annually. After the implementation of CETLIS, performance in a single common entrance test will form the basis for admission to all central universities. The objective of CETLIS is the uniformity of the integrated MLISc course structure and determining the eligibility. In fact, all the around 13 LIS department in the central universities in the country will have to choose students from a single merit list prepared on the basis of this test.

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## Book-Review

गर्ग, रामगोपाल एवं ताम्रकर, अमित, 'आधुनिक ग्रन्थालय प्रबंध', मेडेलियन प्रेस, लुधियाना, पंजाब, 2011, Pg. 267, Rs. 350, ISBN-81-88252-18-2.

ग्रन्थालय विज्ञान के विद्यार्थियों, शिक्षकों एवं ग्रन्थालय कर्मचारियों के लिए पुस्तक "आधुनिक ग्रन्थालय प्रबंध" (Modern Library Management) का प्रकाशन निश्चित ही उपयोगी सिद्ध होगा। यह पुस्तक हिन्दी माध्यम में प्रकाशित ऐसी पुस्तक है जिसमें ग्रन्थालय प्रबंध से संबंधित वे सभी विषय पक्षों को शामिल किया गया है जिनकी आवश्यकता विद्यार्थियों एवं शोधार्थियों को होती है इसमें निम्न अध्यायों को लिया गया है:-

- ग्रन्थालय संगठन
- ग्रन्थालय में मानव संसाधन प्रबंध: कार्य नियुक्ति, संतुष्टि, विश्लेषण, मूल्यांकन, नेतृत्व व उसके सिद्धांत, सम्प्रेषण, सांख्यिकी
- ग्रन्थालय वित्तीय प्रबंध : वजत व उसकी पद्धतियां, ग्रन्थालय लेखा, लागत तथा मूल्य निर्धारण एवं विश्लेषण।
- ग्रन्थालय भवन, उपकरण एवं फर्नीचर
- पाठ्य सामग्री का संग्रह, विकास व अधिग्रहण
- तकनीकी विभाग के कार्य एवं पद्धतियां
- आदान-प्रदान विभाग के कार्य एवं प्रक्रियायें
- अनुरक्षण विभाग के क्रिया कलाप
- संदर्भ सेवा की उपयोगिता एवं कार्यकलाप
- सूचना उत्पाद सेवाओं का विपणन (Marketing) एवं संबंधित पद्धतियां, ई-मार्केटिंग, मार्केटिंग मिक्स।

उपरोक्त विषयों के अतिरिक्त बड़ी मात्रा में नवीन विषयों को भी इसमें शामिल किया गया है जो कि एक विद्यार्थी के लिए अत्यंत लाभप्रद सिद्ध होगी। इस पुस्तक में पाठक एक ही स्थान पर ग्रन्थालय प्रबंधन से संबंधित सभी विषयों को आसानी से ग्रहण कर सकते हैं। पुस्तक की भाषा शैली बड़ी स्वभाविक व सरल शब्दों से सुसज्जित है। चित्रों के माध्यम से विषय आसानी से समझाने का प्रयास इसमें किया गया है। लेखक ने अपने शैक्षणिक अनुभवों के आधार पर विषय के विभिन्न अंगों में जो तारतम्य बनाया है वह छात्रों को विषय समग्रता से समझने में अनुकूलता प्रदान करेगा। यह पुस्तक ई-मेल [draggarg@gmail.com](mailto:draggarg@gmail.com) पर मेल करके मंगाई जा सकती है। पुस्तक में विषय सूची को छात्रों की सुविधा के लिए विस्तार से दिया गया है। छात्र विषय सूची से ही पेज नं. जानकर अपने टॉपिक पर पहुंच सकते हैं। विषय शीर्षकों को हिन्दी के साथ आंग्ल भाषा में भी दिया गया जिसके पर्यायवाची शब्दों से सम्बन्धित समस्याएं नहीं आ पायेंगी। यू.जी.सी. नेट/ स्लेट की तैयारी करने वाले छात्रों को यह पुस्तक निश्चित रूप से उपयोगी सिद्ध होगी।

**मोहम्मद रेहान**

संदर्भ पुस्तकालय

इंदिरा गांधी राष्ट्रीय मानव संग्रहालय

भोपाल (म.प्र.)

## Ph.D. AWARD:



**Mr. Jagdish Narharrao Kulkarni**, Assistant Librarian, Swami Ramanand Teerth Marathwada University, Nanded (Maharashtra, India), has been awarded Ph.D. degree in Library and Information Science by the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, on the research topic entitled "*Mapping CALIBER, NACLIN and IASLIC Proceedings: A Scientometric Study*" Under the supervision of Dr. A. A. Vaishnav, retired Professor and Head, DLIS, Dr. BAMU, Aurangabad. (Date of award 15.06.2011).



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